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ABSTRACT

The use of the team process in school improvement plans may play a role in how effective the group is in achieving its goals and objectives. Representative efforts and perceptions of the use of teams in local educational agencies were surveyed in multiple measurements, such as interviews, self-assessments, self-perceptions, and observations. The results indicated that core teams were not analyzing their team process, and, therefore, the individual members had very different perceptions about where the team was developmentally which, in turn, impacted their self-perceived effectiveness. The findings and summary indicated that the team concept was central to all the school districts involved in school improvement plans. Nine out of 10 districts surveyed felt the need for assistance in team process skills. Most teams said they utilized consensus as a decision making method but indicated difficulty in the area of dealing with conflict. A Delta Team self-analysis and accompanying records provide a team process example and a case history. Recommendations for accepting, adopting, and enhancing team building are included in an inservice process workbook of activities to be used in developing group facilitation. (Author)

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The Team Process:

Realizing Effective Group Work and

Enhancing School Improvement Plans (S.I.P.)

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Abstract

The use of the team process in the core teams of school improvement plans may play a role in how effective the group is in achieving its goals and objectives. Representative efforts and perceptions of the use of teams in local educational agencies were surveyed in multiple measurements, such as interviews, self-assessments, self-perceptions and observations. The results indicated that core teams are not analyzing their team process, and, therefore, the individual members have very different perceptions about where the team is developmentally which, in turn, impacts their self-perceived effectiveness. The findings and summary show that the concept of team was central to all the school districts involved in school improvement plans. Nine out of ten districts surveyed felt the need for assistance in team process skills. Most teams said they utilized consensus as a decision making method but indicated difficulty in the area of dealing with conflict. A Delta Team self-analysis and accompanying records provide a team process example and a case history. Finally, recommendations for accepting, adopting, and enhancing team building are included in an inservice process workbook of activities to be used in developing group facilitation.

Dedication

This study would not have been possible had it not been for the unfailing support of our spouses, significant others, families and friends. Too numerous to mention all by name, you have our sincerest appreciation for the times we were away from home, for the times we were at home but working on the project, and for the times we were with you--but you knew we weren't!

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The professors, consultants and counselors had an impact on the team over the course of this two-year specialist program in educational administration at Oakland University. Their insight into our action research study has been invaluable. Their patience with our progress has been incalculable. Their belief in our work has been inestimable (in alphabetical

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These individuals have helped us break old paradigms and build new tetradigms.

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August, 1989
Rochester, Michigan

Chapter 1
Introduction

Statement of the Problem and Significance of the Study

School improvement plans demand the expertise of educators. They must learn to work cooperatively in groups and in teams to make schools a place where planning for learning is truly effective.

When these groups and teams are trained in team process skills, the effectiveness of the entire school improvement process, from planning to implementation and from maintenance to evaluation, will be enhanced.

In the action research review of current school improvement plans, this study found that while virtually all plans included the use of groups, sometimes called teams, many of them included only minimal training in team process skills. Surveys, interviews and observations were completed and data was collected in ten school districts in southeast Michigan by Oakland University's School of Human and Educational Services, Delta Team, a two-year specialist degree program in educational administration. This study revealed a definite need for training in team process skills. Leaders in the field of school improvement planning have expressed support for the development of a team building model that may assist educators responsible for their school improvement plans (Appendix B).

Responding to this need, the writers of this report have developed a team building model which will be made available to school districts who participated in this study for use at both the district and building levels and to other interested local educational agencies.

Assumptions

This project assumes that local educational agencies that adopt school improvement plans are committed to change, staff development, school effectiveness and participatory management. These school districts have demonstrated a willingness to financially support their philosophical commitment to their core teams and their school improvement plans. However, what these school districts may additionally need is a process that will be efficient and economical in implementing their self-described designs. The team building process may engender an "espirit de corps" attitude that will assist group members to become more individually accountable, wherein individual efforts are acknowledged and esteemed, and common goals are shared.

Limitations

The limitations of this study are described below. Because of the length and narrative nature of the data gathering instrument used in this action research, ten public school administrators were interviewed. It was felt that to do these interviews extensively would be more informative than to do many interviews in a less comprehensive manner. Had a coded or keyed interview scoring system been developed, it could have eased the scoring, facilitated the administration and permitted data compilation. However, valuable information was garnered by using the narrative technique. Furthermore, respondents offered additional evidence and support by way of background information that could not have been anticipated or be objectively measured.

School improvement core team members were observed and surveyed in terms of their perceptions of the team process. This larger population (N = 57), responding in scaled questionaires and surveys, lent itself to descriptive analysis and comparisons, giving information of a different nature. Four instruments were used. The first two were ten-item rating scales, one measuring self-perceptions and the other assessing team-perceptions. The third was a "wheel" diagram measuring perceptions of overall team development (Appendix D). The fourth was a group and team building observation instrument used to record team interaction during a meeting. Unfortunately, the time of the school year, the months of May and June when many end of the year matters press educators and administrators, was not conducive to observation of some of the interviewed or surveyed superintendents of districts with core teams. When a team meeting observation was not possible or available, the team perception scales and the "wheel" diagram were given to a team member or members of the core team to complete. Consequently, a 100% return of the potential data gathering instruments was not realized.

Finally, again due to the time of the project, an opportunity to return to the districts with the data and the recommendations for effective group work to advance school improvement plans in those districts was not available at the time of this printing. Should such an opportunity exist in the fall of 1989, this action research may be completed. Although these procedural limitations exist, the writers of this action research do not feel that they significantly impaired the study or detracted from the things that were learned about group work and the team building process.

Glossary

The following vocabulary is used throughout the project. It decribes the terminology that is essential to the art and science of change, group process, team building, and human resource development. Much of it will be familiar to readers. However, some new, interesting and intriguing connotations have developed as the jargons of business, industry, psychology and education mix and meld in these interrelated and interdependent disciplines.

The Glossary is presented here in Chapter 1 because its contents contain operational definitions, meanings and important understandings to the study.

Agenda Anticipated schedule of a meeting; also, the hidden, covert objectives of an individual or group.

Accountable Answerable, explainable; group or team members are willing to assume responsibility; in education, school personnel take on the responsibility for educating all students and teachers participate in how it is to be done and how it will be measured.

Action Memorandum A highly-stylized, one-page form of communication concisely outlining a proposal's present situation, objectives, concerns, and possibilities in such a way so as to impact the reader or gatekeeper, suggest strong direction and assure follow up.

Action Research "A recent term having different perspectives. French and Bell (1989) define it as a process of collecting research data about an ongoing system, such as school improvement plans, relative to some objective goal or need of the system; feeding this data back to the system based on both the data and the hypothesis; and evaluating the results of actions by collecting more data. It is an approach to problem solving that can be incorporated into an organization's human resource management and development. It is a form of fact-finding and experimentation that is ongoing and can be integrated into the action learning behaviors. It is a synergystic effort that requires the collaboration of managers and workers as well as internal and external resource persons. It is pragmatic in that it seeks solutions that improve decisions, increase performance, and alter the status quo" (Harris, 1989).

Body Language Non-verbal communication; cues and clues to a person's attitude, role, level of involvement, etc. that include posture, seating arrangements, demeanor, facial expressions, and the like.

Brainstorming A process technique used in and by groups and teams to generate ideas in a free-wheeling yet controlled and nonjudgmental manner by "deferring opinions," "opting for the unusual," obtaining a "vast number of ideas" and "elaborating ideas" or suggesstions, a.k.a. DOVE; or by another popular seven-step technique of substituting, combining, maximizing or minimizing, positioning, eliminating or reducing of ideas, a.k.a. SCAMPER.

Celebration Individuals and groups are honored on occasions of personal and team achievement through planned events that help them mark and enjoy accomplishments; recognition.

Climate As a new team begins to develop, its informal rules quickly become established and influence the group's moment-to-moment events. Although the guidelines within which the group operates rarely are written down, they are well understood. After a while, these become habitual and are transferred to new team members. The amalgam of traditions, habits, relationships, practices, rules, beliefs and attitudes that become characteristic of a group are called its climate (Francis & Young, 1979). As these same characteristics develop in a larger organization, it becomes a culture which transforms the organization into an "institution" (Peters & Waterman, 1982).

Collaboration The act or process of working together; to form a cooperative team responsible for driving, sustaining, and evaluating group work, tasks, school improvement efforts, etc.

Collaborative School Improvement Process or **C-SIP** A building level school improvement model disseminated by Eastern Michigan University, Monroe Intermediate School District, Washtenaw Intermediate School District, Wayne County Intermediate School District, and Wayne State University. This model is based on the proposition that the building is the largest single unit in which change for the improvement of student outcomes can occur. It is an uncomplicated, straight-forward problem solving system which provides for an interface between theory, research, and scientific data on the one hand, and knowledge and understanding of the educational setting on the other. What distinguishes the C-SIP process from the traditional school improvement systems is the equity given to teachers as equal stakeholders in school improvement (Poinsett, 1989).

Commitment Requires attention and time from team members. Team membership involves an element of sacrifice because each of them gives up some autonomy and self-interest. Inevitably, conflicts arise between the interests of the team and the individuals who comprise it. The growth of commitment is a very important phase in the maturation of a team; and it often is more a matter of feeling than logic. Committed team members feel that the goals and output of the team are worthwhile and personally satisfying and they are prepared, even eager, to put themselves out for the team (Francis & Young, 1979).

Committee A body of persons usually eight to twelve or larger, delegated to consider, investigate, take action on or report on some matter (Webster's, 1979).

Communication Person to person exchange of ideas, information, and experiences (Webster's, 1979).

Community More than an association, class, order, or society, community means common fellowship of or shared possession, ownership and enjoyment; a group of people whose shared character and integrity bond them together in nature and policy (Webster's, 1975).

Compromise To come to an agreement by mutual concession (Webter's, 1979); the giving up, conceeding, sacrificing or trading away of interests or proposals in order to gain or achieve what is politically perceived as more expedient.

Consensus Is a decision hammered out by permitting everyone to have a say. After discussion, give and take, and compromise have occured, consensus is reached when people honestly can say, "This is a sound decision. It is one that I am willing to support and implement. It is not exactly what I personally want, but given the range of opinions, the time factor, and the kinds of personalities involved, it is a good, working decision" (Dyer, 1987).

Consultant, Team Development An expert in human resource development concerned with helping teams identify blockages to effective working; diagnose what is going on inside the team and the causes of blockages; assists teams to recognize, confront, and work through the problems themselves; set team development objectives; and chart their own progress (Francis & Young, 1979).

Confrontation Rather than a negative issue, it is a positive tension from which the team learns to deal with conflict directed toward people and/or issues leading to the dissipation of incapacitiating differences and clarify problemmatic areas.

Conflict Resolution The process by which individuals and groups face up to and deal with debilitating beliefs and behaviors.

Cooperation Exists when team members are generous with each other with respect to their time, knowledge, and other forms of assistance.

Cooperative Learning A term that refers to instructional methods in which students of or at all performance levels work together in small groups toward a common goal. The essential feature of cooperative learning is that the success of one student helps other students to become successful (Johnson, D. W. & Johnson, R. T.,1989,1987,1984; Slavin, 1983).

Critical Mass More than having a quorum or gaining an agreement, it is the considered consensus of a critical body of persons within an organization or institution to adopt a philosophy or mission or to engage in an activity.

Cross Functional Teams Groups, such as committees, task forces, management pools, quality circles, school improvement plan core teams and the like, which work on complex issues requiring a range of knowledge and experience not normally found in any one job classification or department (Contemporary Learning Systems, 1988).

Culture The integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends on [peoples'] capacity for learning and transmitting knowledge to succeeding generations (Webster's, 1975); of business: "the way we do things around here" that expresses an institution's mission and values (Peters & Waterman, 1982); the highest expression of the development of climate.

Debriefing Regularly scheduled and strictly adherred to times and opportunities to process group work, personal feelings, etc.; such a process can be used to reemphasize decisions previously made, deal with confrontation, facilitate conflict resolution, etc.

The Delphi Process From Delphi, a city in ancient Greece or the oracle of Apollo there; and derived from "oracular, obscure in meaning, ambiguous" (Webster's, 1975). An investigative, futuring and group technique employing the projective powers of experts in single or cross-representative fields, specialties or interest areas; participants are asked to ruminate about the underlying assumptions, possible implications, potential outcomes, etc. in a given scenario. Rather than face-to-face meetings such as committees, discussion is carried on through correspondence that may take weeks or months, thus affording the participants an unusual luxury of time to independently think, conjecture and even play with the proposed ideas. Their correspondence is coordinated, collated and disseminated among the writers through two, three or more rounds for elaborated input and a concentration of speculations that aim to make the ambiguous less so and to achieve concensus among the specialists involved in the process. This work may serve as background for an organization to asisst it in decision making and especially in strategic policy formulation.

Detroit Effective Schools Even though Detroit Public Schools has had mandatory school improvement planning since the early 1980's, the actual implementation of school improvement at the building level needed more focus on student outcomes. Twelve schools in Detroit volunteered to revisit school improvement and make it a reality for students and teachers of these schools. This effort is supported by the MDE school improvement grant program (Michigan Department of Education, 1989).

Discussion Skills Are competencies that include active listening, paraphrasing, brainstorming, higher level thinking skills, interpersonal relations, etc. that when taught, modeled, practiced and employed advance group effectiveness.

Diversity The variety of special talents, different backgrounds and experiences, varied strengths and unique ideas that are intended to work in both complementary and supplementary fashions in a team setting.

Effective Staff Development Includes a concert of factors, among them may be the following (Dillon-Petersen, 1981).

Long-term commitment to an articulated program enabling team members to proceed in an orderly way from awareness and orientation through indepth exposure to integrated practice;

Meaningful involvement of those who are to be "developed" in the needs assessment and planning;

Active participation and support as well as verbal commitment of key central office administrators and principals to the staff development effort;

Development of an in-house cadre of knowledgeable leaders who can carry on the training once the expert has departed;

Sufficient numbers of staff members voluntarily involved in the learning to provide an adequate support system to maintain the change long enough for it to be institutionalized;

Inclusion of immediate application possibilities in the training program; and

Adequate economic support, particularly to provide time for the sustained effort needed.

Effective Teams Team members demonstrating the ability, skills and willingness to agree on common goals and exhibit interdependence regarding the successful accomplishment of those goals. Effective teams are creative and can envision possibilities; they are risk-takers, willing to try different ways of reaching a goal; they are persistent and committed. Specifically, effective school improvement teams must have the support of boards and central office personnel, as well as a principal committed to school improvement. Effective teams must be representative of the group, understand their roles and responsibilities, and be optimistic as they work to accomplish tasks and to maintain relationships (Fouts, 1988).

Empowered Individuals Are active in their organizations; they can make a significant difference; they learn and grow on the job; they are part of a community with a shared purpose (Chippewa Valley School District, 1989).

Empowered Staff Find opportunities to work jointly on important challenges by engaging in active problem solving and resolution; they may emerge into a community (Chippewa Valley School District, 1989).

Empowerment Generally acknowledged as the process of providing people with the opportunity, information, support, time, skills and the necessary resources which will enable them to have the performing capabilities to change their situations (Chippewa Valley School District, 1989).

Equity The state of being just, impartial and fair; of education: where all students of the school learn the standard curriculum and their growth does not vary across any subset of the population.

Futuring An anticipatory art and science involving the communications and contributions of interrelated and interdependent disciplines, fields and interests in strategic planning.

Gatekeeper An organizational role; an individual such as a manager, supervisor, administrator, executive, etc. who influences others, controls finances and the like, who must in turn be successfully accessed by group or team process in the awareness-building, planning, implementation, manintenance and evaluation of the responsibilities assigned to them.

Ground Rules A team's mutually agreed upon and often unwritten code of operational procedures.

Institution A successful organization with values and vision, a strong, vibrant culture, and the wherewithal to sustain both short term operations and strategic endeavors (Peters & Waterman, 1982).

Intraprenuering As opposed to entraprenuering, is the practice of working independently within the organization to bolster personal, personnel and professional gains, rather than seeking those outside of it (Lee & Zemke, 1985).

Isolate A dissasociated group memberor team member; see outlier.

Leadership The position or quality by which strength of character and integrity motivates participants in an activity; the style of a symbolic, pivotal "hero" personifying an organization's values and strong culture dramatically, so that the ideals of success lie within human capacity (Peters & Waterman, 1982).

Leadership for School Improvement Program or **L-SIP** A three-year school improvement project focusing on the leadership skills necessary to implement the effective schools research. Six member teams headed by the superintendent from each participating district are trained in leadership skills necessary for district supported, building based school improvement. An outcome of this project is a district plan for school improvement. Skills in development, communication, implementation and sustaining the district's vision are also refined. This federal project is directed by David Kahn, Michigan Institute for Educational Management; the program director is Lawrence Lezotte. Thirty-seven Michigan school districts participated in this project during 1987-88 and approximately thirty-five participated during the 1988-89 school year (Michigan Department of Education, 1989).

Manager The position or quality of one who has the conduct of direction, usually with economy and frugality; skilled in contriving, planning intriguing, manipulating and/or manuevering so as to accomplish a purpose (Webster's, 1975).

MDE School Improvement Grants During the 1987-88 school year, eighteen discretionary grants were awarded to schools, school districts and intermediate districts throughout Michigan. Grant awards ranged from $4,000 to $60,000 and totaled $211,739. These competitive grants varied in their scope and objectives. One grant was awarded to serve the entire Michigan Upper Peninsula while others served one school or one district. Each grantee was charged with planning and developing school improvement plans that were based on student outcomes. The Michigan School Network, ten elementary schools networking around issues related to school improvement planning, is one example of this grant program. It is a cooperative grant through the Michigan Association of Supervision and Curriculum Development, the Michigan Elementary and Middle School Principals Association and the Michigan Department of Education. During the 1988-89 school year, it is anticipated that grants for school improvement will be awarded under the category, Educational Innovation Grants, Discretionary Programs (Michigan Department of Education, 1989).

Michigan Accreditation Program or **MAP** Provides a set of standards which assures the community that the essential elements for a quality education are in place. Included in the standards are requirements for a self-study; external visitation; the review of other cognitive, affective and school climate measures; determination of desired student outcomes in these areas; and the development of a three to five-year school improvement plan to achieve the desired student outcomes. MAP is on a six-year cycle; the school improvement plan that serves as a base for improvement is monitored at least annually; and it is revised if necessary. This document also serves as a basis of growth for the next self-study. The process is building-based and is designed to empower teachers to develop a program which better serves the students of the school (Michigan Department of Education, 1989).

Middle Cities (FIPSE and Kellogg) This professional organization has been a leader in Michigan school improvement activities for several years. Currently, it offers to schools in its membership a three-year project concentrating on the school improvement/effective schools model.

Lawrence Lezotte has played an active role in these programs in Michigan. One Middle Cities Effective Schools project is supported by federal funds (FIPSE); another is supported by a grant from the W. K. Kellogg Foundation (Michigan Department of Education, 1989).

Mission The business with which a body of persons is charged; a concise and lucid statement of long range outcomes of what the organization, institution, school, etc. is striving to become; short term and long range strategic plans are derived from it; policy.

Networking The act and process of empowered individuals in arranging associations at various levels with relationships at regular intervals, open for the possibilities of increased communications and potential actions.

Organization Any unified, consolidated group of participants; a systematized whole; especially, a body of persons for some specific purpose, as a club, union, or society (Webster's, 1975); lacks the climate, culture, values, and vision of an institution.

Outcome Driven Developmental Model or **ODDM**
Comprehensive school improvement program which aims "to equip all students with the competencies, knowledge and orientations that enable them to lead successful lives following their schooling experiences" (Outcomes, 1987, September). Their school staff is committed to aligning the district and school resources for a common set of student outcomes. The mastery model is best known in Johnson City, a small district in New York. In Michigan, there are three districts working with the ODDM model (Michigan Department of Education, 1989).

Outlier From geology, a mass of rock at some distance from the main formation as a result of the wearing away of the intermediate rock; from statistical methods, a singular piece of datum that exists, dwells or is otherwise obviously set off or separated from the main body or the expected place of the data for any number of reasons; in groups, a person who is excluded, or excludes him/her self, from some some activity or complete participation; a disassociated member; in a sociogram, an "isolate."

Ownership The condition or fact of having a significant interest or claim to a work or an activity by having invested time and/or energy in it.

Paradigm A pattern, example or model (Webster's, 1975); a four-part scheme employing triangles, boxes, circles or other geometric figures that breaks down a larger, more complex idea into manageable sections; for example, S.W.O.P. or S.E.P.T.

Participant One who takes part or shares in any action (Webster's, 1979).

People Oriented A leadership philosophy, attitude and process emphasizing by thought, speech, action and behavior the personalities, needs, feelings, etc. of participants in a group, team or institution.

Perceptions Insights, evaluations, discrepencies, difficulties, etc. that group members may have in understanding their situations or the people they work with.

Pluralism From philosophy, the theory that reality is composed of a multiplicity of ultimate beings, principles, or substances; of groups, the belief that individuals of various backgrounds and strengths contribute to the efforts at hand; see diversity, and synergy.
Polity The form, constitution, system, structure, or fundamental and recognized principles of govenment of any political body or other organization; the polity in or of a civil or ecclesiastical unit; art; management.
Processing The development by active questioning, debate and discussion of the feelings and reactions of team members to group work; the analysis of a whole effort that leads to an understanding of the work.
Protectionism The act of explaining, deferring to or isolating for various reasons an individual or group member from the rest of the team; often time considered a blockage to group communication or an avoidance response from the parties involved.
Quality The degree, reward or grade of excellence in production science.
Recognition The act and process of team members taking the time to let others know that they are valued, that their work is good, and that their efforts are appreciated; a.k.a. "stroking"; also, the celebration a team perdiodically enjoys to mark milestones in task accomplishment(s).
Roles: Individual, Group, Maintenance The roles that participants have in group situations may be one of three categories. Among them may be the following.
Facilitation Roles
The historian/recorder develops history of group thought, does notetaking and keeps minutes.
The information-gatherer asks the questions, seeking information that insures important facts are not overlooked.
The clarifier synthesizes, refines and clarifies information and ideas.
The elaborator expands information or ideas to help the group's output increase greater than by the sum of its parts.
The information-giver shares all of the data for the sole purpose of helping the team complete its task.
The manager/coordinator looks for patterns and generally brings together information, ideas and people.
The tester/checker raises questions to determine if a plan, decision or solution is practical.
Maintenance Roles
The tension reliever uses a variety of verbal skills to break tense times or block negative comments or feelings.
The harmonizer mediates the differences of opinion between members; finds a common ground.
The supporter encourages others appropriately and cheers on the team; values others' ideas.
The energizer keeps communications open and positive; helps build the synergy of the team.

The standard-setter articulates and models "ideal" values and norms for the group.

Blocking Roles

The criticizer disagrees with others excessively and deflates feelings of others; has negative comments for everything.

The loner does not actively participate; converses privately; chooses not to offer suggestions or ideas.

The star talks excessively about self; boasts or draws attention to self; believes own ideas are the only useful ones.

The digresser uses every opportunity to take the group off task; uses personal stories to emphasize points or questions topics or ideas to the extreme.

The dominator tries to assert authority or superiority in manipulating the group or certain members of the group; may take the form of flattery, asserting superiority, seeking the right to attention, giving directions bossily or interrupting the contributions of others.

The opposer hates everything; plays devil's advocate too much, causing all ideas to be turned down.

The rejecter refuses or denies others' views and ideas; usually refers to personal experiences to support dismissals.

Speedy decision-maker rushes toward a decision before considering alternatives from other group members.

Scenario An outline for any proposed or planned series of events, real or imagined (Webster's, 1975); an initial point from which a team's investigative and projective work is considered; futurists discuss the possible, probable and preferrable aspects of such detailed directions or suggestions.

School Improvement A team process through which staff identifies strengths and weaknesses of the school program and uses that information as a basis for making positive change in observable and measurable ways (Michigan Department of Education, 1989). It is a building-based planning process that is goal-directed, outcomes-oriented, research-based, data-driven and long-term in nature which is designed to improve both the quality and distribution of student outcomes (Ingham Intermediate School District, 1989). The development and utilization of team process skills is an integral part of school improvement plans.

Self and Team Analysis An essential, central and critical initiation to the team building process that includes a formal or informal assessment of the individual participants along some appropriate and predetermined continuum that aids in the subsequent identification of both participant and team strengths and opportunities in perceptual, operational and behavioral modes; these assessment instruments may measure any number of temperament, types or styles including personality, thinking, leadership, etc.; valid and reliable instruments include the following (See Chapter 5 and Appendix E for bibliographic information): Myers-Briggs A long and short form breaks down personality into sixteen temperaments and types and reassembles them into a four-part composite (Myers, 1962, 1980; Keirsey & Bates, 1984). Learning Styles Type Inventory and The Cycle of Learning (Kolb, 1976) assesses individuals in one of four learning approaches, such as the accomodator, diverger, converger and assimilator; as well approaches in concrete experience, active experimentation, abstract conceptualization and reflective observation styles. Creatrix. Gregorc (Gregorc, 1982). Idea System Assessment and other related tools (Dyer, 1987). Team Review Questionaire (Francis & Young, 1979). Human Resources Inventory (Harris, 1989). Organizational Culture Survey Instrument Harris, 1989). Leadership Motivation Inventory #508 and the related Organizational Roles and Relationship Inventory #513 (Harris, 1989).

S.E.P.T. Analysis An investigative technique used by individuals and teams to examine in four parts the social, economic, political and technological parameters of an issue or concern in a projective manner in order to determine its assumptions, implications, etc. for either a specific situation or a strategic plan of an organization, institution, etc.

Situational Leadership The skill of assessing both the personal and professional needs of individuals and groups in a present set of circumstances; the ability to diagnose, confront and create an environment that satisfies the needs of the person and the organization; more than managerial expertise or "scientific rationalism," situational leadership can best be described as the art of bringing all members of team and/or the team itself from where they are to where they could or should be for both the benefit of themselves and their work place.

Stakeholder A person who has a claim, risks investment, holds interest, furnishes money or resources, marks the limits or boundaries of or hazards an outcome by or in an activity (Webster's, 1975); said of participants in contemporary educational settings; a synonym for a school district's geographic (parental, tax-paying) community or student body.

Strategies Used to Cooperatively Create Effective Schools and Staffs or **SUCCESS** A program of leadership training; it is a nine-session program designed to train school district professionals in the knowledge and skills necessary to facilitate district and building level school improvement and staff development programs. Schools are encouraged to send a team of one administrator and one teacher to this program. Participants receive a comprehensive guidebook for facilitating the development of effective schools. Materials in the guidebook are utilized by participants in their districts. Emphasis is placed on participatory learning and practice throughout each session. After the first year of training, follow-up sessions for sharing and additional training are planned. The SUCCESS program is supported by a grant from the Office of Professional Development, Michigan Department of Education (Michigan Department of Education, 1989).

Student Outcomes Natural or expected results from learning; growth in learning can be measured from a combination of achievement tests, attendance, graduation, recognition, discipline referrals, retentions and/or other measurable evidence.

Successful Teams Have demonstrated the willingness and ability of team members to agree on commonly shared goals and interdependence regarding the successful accomplishment of those goals; additionally, the team has worked through the steps and stages of team building in which organization, communication, problem solving, evaluation and recognition skills have been practiced and internalized..

S.W.O.P. Analysis An investigative technique used by individuals and teams to examine in four parts the strengths, weaknesses, opportunities and possibilities of an issue or concern in a projective manner in order to determine its nature or tendencies.

Synergism and **Synergy** Cooperative action of discrete agencies or people, such that the total effect is greater than the sum of the effects taken independently (Webster's, 1975); the basis of successful teams operation.

Task Force A temporary, fluid or flexible team grouping under one leader for the purpose of accomplishing a definite or short-term objective (Webster's, 1979); a.k.a. sub team, sub group, quality circle, managementpool, special team, etc.

Task Centered, Task Oriented A management philosophy, attitude and process emphasizing by thought, speech, action and behavior the objectives, goals, schedules, deadlines, etc. of an organization.

Team Two or more individuals cooperating and coordinating their activities to achieve a mutual goal; the team members represent important subsystems of the organization; they exercise reciprocal influences upon each other and interact through a formal substructure and ground rules. It is an energetic, synergystic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce high quality results (Lewis, 1986).

Team Building The process of deliberately creating a team; it is something substantial that has to be constructed and that will go through several stages and take time to complete. Team building involves the deliberate working through of all blockages to progress until a working group becomes an effective team (Francis & Young, 1979).

Team Development Does not come about overnight; the art and science of teamwork within a group evolves over time; in team evolution, four stages of growth are usually evidenced, such as in the following popular scheme (Petrock, 1989).

Forming In the early stages of group development, members learn from the reactions of others what behaviors are acceptable or unacceptable to the group; members learn the ground rules for task requirements and interpersonal relationships;

Storming Members become antagonistic toward one another and/or the leader as their way of expressing individuality and resisting conformity to the norms; during this stage, covert and overt resistance to job requirements is common.

Norming During this stage, cohesiveness develops, new standards evolve and new roles are adopted; members learn to be more trusting and supportive of each other.
Performing or Producing In this stage, team energy focuses on task accomplishment; accomplishing goals supercedes interpersonal rivalries and conflicts.
Ending At this point, team members may experience anxiety, conflict, etc. at the impending culmination or termination of their roles.
An alternative, four-stage team process model andprocess workbook is developed by the present writers and is described in Chapter 7.
Tetradigm A model used for representational purposes; a geometric shape consisting of an equilateral triangle often displayed with its base at the top, having its interior divided again into four equilateral triangles and the four resulting areas employed in a S.W.O.P. or S.E.P.T. Analysis; a service mark of Futures Engineering (See Resources).
Trust Honesty, fulfilled commitments, mutual respect and consistent action are needed to develop intragroup and team trust.
Wayne County Intermediate School District (WCISD) Pilot Project During the 1987-88 school year, WCISD offered to its constituent districts a comprehensive training program in school improvement, offering both professional development and technical assistance necessary for school improvement. WCISD professional staff has developed a program (Michigan Department of Education, 1989) that aims to: Increase understanding of effective school research; Establish a school improvement process; Conduct and develop a needs assessment and a school profile; Implement and develop a comprehensive school improvement plan; and Manage change effectively.

Needless to say, this Glossary is a beginning point for individuals interested in these interrelated fields. Moveover, the development of common vocabularies and glossaries provides an initial opportunity for groups to begin working together as well as to practice and become experienced in many of the processes of team building and in the art and science of achieving concensus and building visions.

Hypotheses

Finally, careful, expert and thoughtful (Foster, 1986) implementation of school improvement plans with an appropriate team process model will, indeed, have practical applications in almost any learning and working situation. As these kinds of activities are being used more and more by business, industry and other community organizations, it behooves schools to consider using cooperative and team building techniques. When group facilitation techniques are used in education and in school improvement plans, then educational agencies and systems may better prepare themselves, their staffs and their students for the changing world in which they live, learn, and work. When team rewards, individual accountability and equal opportunities for success are present, then all participants at all levels of endeavors may experience the success for which they strive.

Organization of Remainder of the Study

The remainder of the study is developed as follows. Chapter 2 will review the related literature and recent developments in organizational behavior, leadership, group dynamics and team building. Chapter 3 will explain the methods and procedures that led to the development of the guided interview and survey instrument, the team building observation and rating tools, the selection of the population that was surveyed and the techniques used in gathering the information. Chapter 4 will present the data collected and its findings and interpretations. Chapter 5 presents a narrative and analysis of this present team's experience. Chapter 6 summarizes the study and offers recommendations for the participating school improvement core teams and some implications for subsequent research. Chapter 7 offers an activities kit, a workbook for group work of team building and process skills that may lead to team building successes. Chapter 8 concludes the study. A Key Reading List was compiled by these writers and a comprehensive References section contains related readings, speakers, and resources. Finally, several Appendices provide background and follow up information for the study.

Chapter 2
Review of Related Literature

Introduction

The review of the related literature in team process begins, first, with a brief historical survey of the role of public education in the United States. The second section on organizational and behavioral considerations describes the need for collaborative efforts and the meanings its new vocabulary, as used in organizations, business and industry, bring to group work and teaming activities. Third, the contributions from psychology and educational, cooperative learning approaches and programs already in place are discussed. Fourth, the characteristics of and the latest developments in team building and school improvement plans are outlined. Finally, the chapter concludes with the implications of the role of the team process in education for the next decade and the new millenium.

Historical Overview

The history of the role of education in this country has been one of a reactionary nature. In the beginning, immigrants saw the colonies as an opportunity to practice religion of choice and accordingly raise, rear and train their families. The academic year was designed around the growing season of an agricultural economy. And it catered to the prinicples of American expansionism, the idealism of "rugged individualism" and the doctrine of "manifest destiny." Typically, American educational organizations responded slowly to the changes and challenges demanded by the advanced agrarian society, increased immigration and the industrial revolution. At that time, it was acceptable for schools to respond sluggishly to the changes of these eras, since they were slow, steady processes themselves. However, the assembly line era and World War II, which represented the high point of the industrial revolution, accelerated the pace in which schools were forced to meet the society's needs. Again, schools responded in a gradual manner and stylized programs after existing needs and models in business, industry and technology. In addition, the Russians rattled everyone by the launching of Sputnik. Renewal in competition and especially in science and mathematics proficiencies sky-rocketed accordingly. During the late 1960's and early 1970's, public awareness of the implications of foreign policy resulted in an extended social revolution in this country that debated ethics, morals and lifestyles which continues to impact American life today. Education's slow turn around rate has consistently left it behind the challenges it is supposed to address in society. Already the post-industrial society and the information age brought emphasis on critical thinking skills. The microcomputer, teleconferencing and desk-top publishing are commonplace. As the third wave of the post-information age ebbs, the gathering fourth wave will demand new skills, new priorities and new competencies in collaboration. As parochial problems persist and as global issues grow, schools must not be reactionary but must become anticipatory in both student learning and educational policy formulation (Clatworthy, 1987).

Consequently, the realization that "the only constant is change" will mean the establishment of a new paradigm.

To develop these means, law makers in the State of Michigan have discussed and debated school financial reform, have readied two proposals for an upcoming ballot and have already prescribed local educational agencies to look and think ahead, and to develop in their buildings school improvement plans. Though these plans may be of various natures, they are premised on the potential betterment of the skills of public school educators and administrators to meet the changing needs of an accelerating American society (Bell, 1972; Cetron, Rocha & Lucken, 1988).

Organizational and Behavioral Considerations

Today's educational leaders who wish to keep pace with unprecedented complexity and unprecedented change are, indeed, in need of a continuous cycle of information, suggestions and models to guide tomorrow's schools into and through the twenty-first century (McCune, 1986). Cooperation in the development of school improvement plans and team building processes is one of the most important activities in which educators can engage. Cooperative groups have an "all for one, one for all" attitude in which workmates "help and encourage each other, applaud each other's successes and console each other's setbacks" (Slavin, 1982). When members of a group can feel comfortable and confident that their individual efforts are accountable and appreciated, then they advance the processing skills of the group, promote the well-being and the success of the group, and better accomplish the group's tasks and responsibilities. And what is more, these efforts will become a proactive approach to current organizational issues and developing institutional crises.

In matters of business and industry management practices vis a vis public school administration, the private sector has historically been in touch with the forces that drive the marketplace and society. With more of these influences being felt in the schools, legislators are putting in place a design for educational administrators, with the understanding that the "cutting edge" for the next century may mean the difference between "getting on with the job at hand" and "getting the job done--right." When "push comes to shove," the "what to do" is usually easy to see, but more often than not, the "how to do it" is more difficult to determine and certainly more difficult to implement and finance. Business and industry have been taking a leading role in reexamining management styles and moving in the direction of cooperation among its different levels (Pascale

& Athos, 1981; Ford Motor Company and Contemporary Learning Systems, 1988). Moving from the agrarian culture through the industrial era and into the information age, business and industry are modifying and accomodating their leadership styles to meet the demands of the next century and the next era in the post-information wave (Toffler, 1980). On the other hand, very few schools have attempted, much less followed through, with alternate calendars such as the "45-15" proposal in which students would attend school for nine weeks and have three weeks off, or a longer school year such as the Japanese model. Unfortunately, the clock of the American schoolhouse still keeps time to the farming culture's almanac--it's out for the summer to work in the fields.

The current trends in promoting "bottom-up," participatory management, group work, quality circles, group processing and team building has roots in educational humanistic psychology. During the1930's and 1940's, this field developed in opposition to industrial management techniques in the "scientific" or "rationalistic" theories that guided most types of managerial styles in the first part of this century (Gordon, 1955). These "top-down," autocratic approaches of management dominated leadership styles and dictated work force designs. In reaction, humanistic psychology developed in the late 1950's and middle-to-late I970's, grandfathered previous efforts and described familiar and not-so-familiar styles of leadership and "followership" (Cassel & Heichberger, 1975). Today, consultants believing in these approaches have a jargon that includes phrases, such as "in here" and "out there" to talk about the internal and external forces at work on an organization (Peters & Waterman, 1982). Terms such as "routine practice" and "critical experience" (Selznick, 1957) were used to differentiate between the old and the new approaches to leadership. Words such as "bureaucracy" and "climate" and "culture" connote in a corporation what the "structure" of an organization was versus what the "feel" of the institution is (Deal & Kennedy, 1982). And, these distinctions are very much outcome oriented. In fact, an entire list of the dichotomies or the dualities of leadership styles may be developed. These pairs antonyms reveal much about the development in the thinking of leadership and organizational behavior. Even though so many of these new approaches to recognized successful management practices may at first glance appear to be contradictory, such as the economist's antonyms of "satisficing" (to simultaneously "satisfy" and "sacrifice") and "maximizing" (to make the most of); or the psychologists's polarities of "static adaptation" and "dynamic assimilation," they are complementary. A verbal tug-of-war need not be fought. When the ideas these phrases represent are put into action, it can be recognized that they are, indeed, two sides of the same issue. They are complementary styles that indicate "what works" (Peters & Waterman, 1982) in the situational, day-to-day operations of a group, a team, an organization and an institution.

The new language of group work, team effectiveness, team building and "empowering" covers several organizational characteristics. For example, *"short term" and "long term" planning and other related negotiations deal* with aspects of leadership styles that may grow into either "engineered" or "natural" work environments. Depending on its leadership, the group may experience the lone, omniscient, autocratic leader or the group may experience the skill-developer and problem-solving facilitator. The problem solver facilitator is a person who stresses, "mission," "role," "purpose," and values in group work and in the nurturing of the participants. The controversy in "discipline" versus "autonomy" (McMurry, 1977; Burns, 1968) considers the latitude and excitement that must be continually renewed and fostered in organizations through its personnel. Related to the issue of autonomy, the distinctions may be made between the "middle manager," "the maverick executive" (McMurry, 1974), and the "intrapreneur" (Lee & Zemke, 1985) who play the perennial battle between the staus quo and the risk-taker (Selznick, 1957). However, simply the desire to make change in tradition-bound enclaves, such as American schools, will not be enough.

In other approaches to leadership, there seems to have been an historical emphasis to create a corps of elite (Selznick, 1957), a select and special group that learns the organization's values through intensive training, experience, and, to some extent, separation and sheltering. Many employees in the work force have had to work through the familiar nepotism of the "old boy" networks. This approach has worked all too well in many places in education in the United States. However, it seems to have lost favor in the current work in the field of team process which intends members be very much part of the task force, as well as the larger group in which they work (Gordon, 1977). Much of this thinking owes its development to the "task-centered" versus "people-oriented" differentiations that emphasize a "situational" approach to management (Hersey & Blanchard, 1975). That is, the making of the appropriate match between jobs, production schedules and deadlines with employee needs, wants, relationships and other socio-emotional considerations so that management and group work may be more efficient.

The more recent new management literature and leadership theories propose that leaders and followers should be paying more attention to "diagnostic and confrontational models" of leading and participating in group decision-making processes (Gordon,1977). These proponents attempt to keep the problem with the problem-holder, who must admit ownership of the difficulty and then learn to seek out a solution independently (Petrock, 1989).

The Early 1980's

In addition, current interests of psychologists have much to contribute to team building processes. Psychologists, since the 1920's, have studied the principles of cooperation and competition extensively. Most recently, researchers (Zeigler, Sharan, Weigel, Wiser, Cook, Cooper, et al.) have investigated educational mainstreaming, intergroup relations, socio-economic status, racial concerns, task commitment, time on task and other aspects of pluralism and diversity that impact group work and team building. Researchers have found that when individuals work together toward a shared goal several significant things happen, included among them are the following (Slavin, 1989): a. defining common purposes; b. increasing attendance and participation; c. intelligent discussion of issues; d. the production of more and better ideas; e. the comprehension of difficult and complex situations; f. increasing sensitivity to other people's feelings; g. awareness of learning and working styles; h. positive and closer contacts between individuals; i. increased self-esteem; and j. the equitable resolution of problems and conflicts in the spirit of consensus.

These characteristics are positive influences that transcend potential shortcomings and other blockages that nay-sayers throw up as opposition to change and cooperation. Some of these current models developed along these lines may replace those former modes of group work such as the committee, the roundtable, the cabinet and the senate, etc. on which organizations of the previous eras have so heavily relied. Those group styles were designed to complement "top-down," autocratic, task completion oriented modes of management.

Furthermore, psychologists in the field of educational humanism describe how group energy must be spent on regular and guided sharing and debriefing sessions (Poinsett, 1989). They point out that these unresolved exchanges of confidences may be negative which can be devisive and destructive to the group process. But when debriefing and sharing is done in structured, group acceptable approaches, then differences can be dealt with positively. Taking the time to process issues and concerns develops clarity, commitment, colleagiality and cohesion in the group (Blake & Mouton, 1974). Once team members learn to eliminate the concept of blame and assume ownership of their individual problems, then the road to cooperation becomes smoother (Moore, 1989) and synergy becomes an operational reality.

These new concepts represent a continuum of approaches that are fitted and fashioned to particular individual and group needs and situations (Cassel & Heichberger, 1975). And, just as individual team members have concerns and questions at their level, so does the group as it functions in the larger division with other groups in the organization. In these circumstances, the leader must ensure the successful development of both person (follower) and group (team) through various stages of developmental heirarchies that psychologists Maslow, Erikson, Rogers and others have proposed. For though the person is a group leader at one level, that person may also be a member of a group at another level. At one level, the leader must meet and satisfy group needs, yet at the second level, the leader must meet and satisfy organizational needs (Gordon, 1977).

Moreover, "left-brain and right-brain integration" (Agor, 1984; Hodge, 1987) describes the power of intuition, complementing deduction, in decision-making. The roles of dreaming (Langs, 1988; McKenzie, 1989) and "hints and hunches," as opposed to the routine of testing and retesting the tried-and-true, are especially important considerations as the culturally-American empahasis on "the bottom line" traditionally threatens to dictate decision-making policy, superceeding long-range, strategic interests. Left-brain and right-brain integration is closely related to the proverbial "smart-dumb rules" (Peters & Waterman, 1982) that place appropriate emphasis on service to the customer or client and simplicity to ethics and values, rather than placing undo emphasis on high-tech projections and high-wired performance matrices.

Most recently, in the 1980's, group effort and team building techniques in the classroom have been developed (Pearson, 1979; Chasnoff, 1979) in many ways and have been extensively evaluated (Slavin, 1987 & 1989; Webb, 1982). The process of group work and team building usually involves from five to seven participating members. Within this realm, for instance, The Johns Hopkins University has concentrated on student learning applications in achievement divisions, teams-games-tournaments, team assisted individualization, and cooperative integrated reading and composition. More than 5,000 schools already employ these programs. Eliot Aronson has piloted "Jigsaw" (Blaney, Stephan, Sikes & Snapp, 1978), the breaking down of tasks in appropriate levels to be subsequently reconstructed by team members. David and Roger Johnson and others at the University of Minnesota established the "Learning Together" model. Shlomo Sharan (1980; 1989) at the University of Tel Aviv has pioneered a group report plan. Stan Mickula's "Odessey of the Mind" program fosters divergent thinking and spontaneous creativity. "The Future Problem Solving Program" (Crabbe, 1985; Torrance, 1985) has grown since the beginning of this decade into an elaborate and exquisite nation-wide model that deals with the steps of the group problem solving process. The topics cover twenty-five-year projections dealing with critical issues in political, ecological, economic, social, demographic and technological domains. "The Future Problem Solving Program" has also developed a spin-off program in the anticipatory art of writing scenarios. "The Delphi Process" (World Future Society, 1986) musters experts in the identification and dissemination of trends, implications and possible consequences of scenarios. Indeed, there are many more valuable models to discuss and investigate.

Team Building

These cooperative efforts in schools have developed independently but on a parallel course with the direction business and industry has taken. For example, school districts are finding the courage to require their administrators to share power and authority with school people. This includes involving school personnel at all levels in the imporvement of performance and solving problems. Like industry, schools are becoming process- and result-oriented and consider their people as their greatest assests. The more successful schools mirror business by increasing the training and the development of their staffs, by opening opportunities for employees to participate in the decision making process and by becoming more entrepreneurial.

Schools must continue to encourage experimentation and innovation from their employees and this is best achieved through a team effort. Local educational agencies who fail to organize their schools and their people into effective teams will find insurmountable problems, unworkable linear solutions, and unacceptable decisions. Their unmotivated staffs will be inadequately prepared to model and to teach students to function in a world that operates by way of a team concept. Already, many districts have chosen to incorporate team building and teamwork as a tool to help their schools and employees deal with problems and complexities of the upcoming twenty-first century.

School Improvement Plans

With the advent of mandated school improvement plans comes the opportunity to meld cooperative classoom learning techniques with collaborative management styles employeed by business and industry.

Educational researcher and practitioners began studies during the 1960's and 1970's concerning the "effectiveness" of one school over another. Their research found that many schools were positively influencing student learning, especially in academic areas where school personnel were trying to make a difference. Those schools shared common characteristics which promoted success or, what they called, "effectiveness" (Grady, Wagner & Zirkel, 1989).

A former superintendent of schools in New York City, Ronald Edmonds, piloted an effective schools program and determined that "all children can learn if teachers really wanted them to learn." Edmonds asserted that schools could accomplish this objective if they adopted the policies complementary to the characteristics that he identified in his research, such as the following: a. an effective school has instructional leadership committed to achievement; b. an effective school has a climate of high expectations for student success; c. an effective school has a safe an orderly environment in which teaching can take place; d. an effective school allocates significant amounts of time to instruction and learning the essential skills; and e. an effective school frequently measures academic progress whereby the results are used to improve student performance and the instructional program.

This model has been implemented throughout the country in many school districts because its guidelines conformed with common sense. Lawrence Lezotte has spearheaded the movement in the state of Michigan.

Approximately ten types of school improvement programs are presently operating in the state of Michigan. Funded through federal, state or private corporations, these projects have a variety of titles and objectives, the most important of which were described in the Glossary in Chapter 1. Nevertheless, common to all of them is the basic goal to develop and implement school improvement plans based on the essential characteristics of a successful school.

Conclusion

These models in practice will mean the difference between "organizational achievement" and "institutional success" in the next decade and beyond. What was once "vertical," now becomes "horizontal." Where once was "centralization," there may be "decentralization" (Dahlgren,1987). What used to be "technical," may be "expendable" (Burns, 1978). Where once was "product," there will be "process." What once existed in "strict hierarchies," there may operate "supple networkings." What was "internally constrained," may be "externally responsible." Where once existed "an ethic of responsibility," there may live "an ethic of ultimate ends" (Selznick,1957).

Means and ends may not be separated. Ends and means become important when teachers and principals learn the situational dialectics of the decision making processes and the dilemma of the dualities of the leadership roles. Leadership and teaming activities are more than advise and vote, consent or dissent. The new vocabularies call for new strategies. These strategies portend a concert of factors and indicators, both behavioral and organizational, that will enable school officials to move through the use of the team process from "norm-maintaining behaviors" to "norm-changing attitudes" (Loye, 1971; Tichy & Devanna, 1987).

Educational administrators and emerging team participants will then have situations wherein "loss of control" is not confused with "risk-taking;" wherein identifying limitations and learning to say "no" will not jeopardize the art of recognizing opportunities and learning to say "yes;" wherein followers may move from a "selfish pose" to a "selfless posture;" and wherein an organization may evolve from a simple, reactive, manipulative and "transactional behavior" pattern to a competent, confident and revolutionary, "transformational attitude" (Burns, 1978).

This "shifting gears" (Gordon, 1977) is, after all, what teachers, principals, administrators, business persons and community leaders ask of students and employees in so many ways in every assignment in every instructional setting and each task every work day. School officials should do no less themselves in their own planning for organizational leadership in public school administration (Jacobs, 1971).

Finally, if the current milleau is characterized by unprecendented change and unprecedented complexity (Toffler, 1980), and if the next era will call for unprecedented collaboration, then careful and expert combination of the cooperative models and team building approaches will, indeed, have practical application in almost any learning, working and leadership situation.

As the dynamics of these collaborative activities are being used more and more by business, industry and community organizations, it behooves schools to consider using cooperative and team building techniques in education and in their school improvement plans. In this way, emerging educational leaders may better prepare themselves, their staffs and their students for the changing world in which we live, learn and work. When teaming rewards, individual accountability and equal opportunities for success are present, then all participants at all levels of endeavors may experience the success for which they strive.

Chapter 3
Methods and Procedures

Selection of the Population to Survey

The writers of this project consulted a Michigan Department of Education document (1989) listing all districts involved in school improvement plans. This listing identified the county and the type of plan that was implemented. After extensive discussion, research and investigation, the writers identified a group of districts that were diverse both by geographic region and the type of school improvement plan used. The districts surveyed are listed in Figure 3.1.

Figure 3.1
Districts Surveyed

District	County	S.I. Plan	Number of Students	Type of District
Avondale	Oakland	L-SIP	2,600	Suburban
Chippewa Valley	Macomb	L-SIP	8,955	Suburban
Ferndale	Oakland	L-SIP	5,925	Suburban
Grand Blanc	Genessee	L-SIP	5,500	Suburban
Imlay City	Lapeer	L-SIP	2,200	Rural
Livonia	Wayne	SUCCESS	16,220	Suburban
Mount Clemens	Macomb	L-SIP	3,800	Suburban
Royal Oak	Oakland	C-SIP	7,800	Suburban
Van Dyke	Macomb	MISD	5,525	Suburban
Yale	St. Clair	MDE	1,950	Rural

Method of Surveying

Project interviewers made appointments and conducted face-to-face guided interviews with the ten identified districts. Respondents were either superintendents, assistant superintendents, administrative assistants, or principals. These interviews lasted approximately forty-five minutes. After the interviews, in several of the districts, school improvement core team members were observed in a meeting and surveyed regarding their perceptions of team process. These questionaires served to gather data on specific team interactions and/or the degree of utilization of team process skills.

Development of Data Gathering Instruments

The initial guided interview/survey tool was developed with input from all of the project writers. It was field tested and refined for clarity and ease of use. Major and minor modifications were made five times before the instrument reached its final stage. The guided interview/survey tool addressed five major areas. First, questions were asked about the definition of school improvement, the selection process used by the district to chose a school improvement plan, and the district's receptivity to school improvement. Second, questions covered the composition of the team and demographic information about the district. Third, there were questions about the administrative respondents' perceptions of the team process with regard to openness, support, confronting difficult issues, shared values, energy and the type of decision making process used by the team. Fourth, respondents were asked to define "team," as well as answer questions about prior training in team process skills and whether the district had a need for further assistance in developing team skills. The fifth and final area included inquiries about demographics.

As part of the project writers' course work in Evaluation Research, other data gathering tools were identified and developed, the first of which were Team Development Rating Scales (Reprinted from: J. William Pfeiffer, (Ed.), The 1987 Annual: Developing Human Resources. San Diego, CA: University Associates, Inc.,1987. Used with Permission.). These were two, ten-item questionaires; one assessed self-perceptions, and the other assessed perceptions of the team. These instruments were used to obtain information on team related issues such as "commitment," "acceptance," "clarification," "involvement," "achievement," and "satisfaction."

The third instrument, the Team Development Wheel (Reprinted from: D. Francis and D. Young, Improving Work Groups: A Practical Manual for Team Building. San Diego, CA: University Associates, Inc.,1979. Used with Permission.), is a circle diagram measuring team members' perceptions of overall group development. The core team respondents were requested to mark their team's position on the "wheel," indicating the current status or stage of development of the team. The four areas on the wheel were identified as Stage One, Testing; Stage Two, Infighting; Stage Three, Getting Organized; and Stage Four, Mature Closeness.

The fourth tool used, the Observation Instrument for Groups and Team Building, was developed by a project sub-team as a way to record observations of team interaction during a meeting. It examined the basic characteristics of the group; contained scales to record levels of verbal interaction; evaluated organization, shared leadership, etc.; and described the presence of other evidence of group process skills.

Copies of all the survey tools may be found in Appendix D.

Chapter 4
Presentation and Analysis of Data

Introduction

Chapter 4 focuses on the comparative analysis of data from the Delta Team Survey which includes Key Elements of Definitions of School Improvement and Definitions of Team, as well as Comparative Results of the Districts Core Teams' Perceptions (Figure 4.1). In addition, comparative results of the Delta Team Self-Analysis (Figure 4.2) are included, followed by an Extended Analysis and Implications of the Results of the Survey.

Key Elements in the Definition of School Improvement.

The Michigan Department of Education (1989) defines school improvement as a "process through which staff identifies the strengths and weaknesses of the school program and uses that information as a basis..." for making positive change. "The development and utilization of team process skills is an integral part of the school improvement process" (See Glossary in Chapter 1).

In spite of the diversity, both geographically and by the type of school improvement plan adopted, as the ten administrative respondents defined school improvement, many common elements emerged. First, five administrators specifically mentioned that it is a "process." Second, three districts cited it as a method for identifying needs or assessing student needs. Third, two respondents addressed it as a systematic way to produce change. Fourth, interviewees responded that it is a way to deal with data, research or documentation. Fifth, school improvement was seen as a way to ensure broad participation and as a way to work toward improving deficiencies. Sixth, some responses were aligned around the issue of accountability, citing it as a way to look at evidence of student learning, both in equity and quality.

In other responses, one district concluded that it is a method to be responsive to its clients. Additional comments mentioned school improvement plans as a way to strive for excellence, to eliminate the difference between what they are and what they would like to be. Other responses also touched on teacher empowerment issues. A few responses included defining mission, purpose and goals and the defining of action plans to reach these goals.

In conclusion, while there was a strong agreement between the Michigan Department of Education's definition of school improvement and the ten districts' responses on the key characteristics, there was no mention of the role of team or team process skills in those districts surveyed.

Key Characteristics of Team Definition.

Of the ten districts surveyed, three administrative respondents did not comment on definition of team. Of the remaining individuals surveyed, reaching consensus and common goals, cause, and purpose were primary responses. Secondarily, the remaining respondents felt that a team consisted of "diverse individuals who have equal value where opinions and ideas are presented." They believed that team members were equals in plan development, implementation, and defining focus. Additionally, cooperation, collaboration, openness, empowerment and enabling were seen as key characteristics in team definition.

Francis and Young (1979) define team as "an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce high quality results. A team consists of individuals who relate directly together to get things done."

Although the ten districts surveyed included some characteristics of team according to the above definition, the districts did not address the issue of "product." This product being the quality results of the teamwork or the accomplishment of the school improvement action plans. The characteristics they discussed dealt with the process of team building rather than the outcomes of that process.

Having extrapolated data from the survey regarding common attributes of the definition of school improvement as well as the definition of team, the next step was a comparison of the core groups perceptions of team process skills.

Comparative Results of the Districts Core Teams' Perceptions
The district core teams' perceptions were analyzed and compared with the self-perception and team-perception ten-item rating scales as well as the "wheel" diagram, measuring perceptions of overall team development (Figure 4.1).

Figure 4.1
Comparative Results of the Districts Core Teams' Perceptions

District	Adm.'s Core Team Perception	Rating Scale Self*	Rating Scale Team*	Team ** Development Wheel(Stage)
A	High	10	10	Stage 2-3 (Range 2-3)
B	Mod. High	10	10	Stage 3 (Range 2-4)
C	Mod.	8	10	Stage 4 (Range 3-4)
D	Fairly High	10	10	Stage 3 (Range 2-4)
E	High	9	9	Stage 3 (Range 3-4)
F	Mod. High	9	9	Stage 2 (Range 2-3)
G	No Data Available - - - - - - - - - -			
H	Mod.	9	8	Stage 2 (Range 2-3)
I	Mod. High	10	9	Stage 2 (Range 1-3)
J	High	9	7	Stage 2 (Range 1-3)

* = Mode Score
** = Mean Score

The findings indicated that there was no strong correlation between how the teams rated themselves in terms of process and where they saw their team developmentally.

It is this project's hypothesis that teams play an integral part in the school improvement process, and yet team building skills are not fully developed nor addressed in currently functioning improvement plans. The lack of correlation based on the responses suggests that districts need team process skill building to maximize the effectiveness of their teams, an idea supported by 80% of the districts responding. An additional identified need was in the area of conflict resolution. Not having skills to handle conflict was a possible cause for a lower team development rating in the "wheel".

The next step after analyzing the data from districts surveyed was to conduct a Delta Team Self-Analysis using the same instruments.

Delta Team Self-Analysis
The results of the Delta Team's own self-ratings on the Team Development Rating Scales and the Team-Development Wheel contrasted with the results from the ten school districts surveyed in two ways.

Primarily, the fifty-seven respondents in the ten school districts tended to generally rate both themselves and their team high on the Rating Scale. In other words, in the surveyed districts, there were seldom significant differences between how they rated themselves as participants and how they rated their team. In some cases, respondents rated the team higher than they rated themselves. In contrast to this, when the Delta Team members rated themselves as individuals and, then, rated the team, there were often marked differences in the perceptions of themselves and the Team. For the most part, Delta Team members ranked themselves as being higher than the team. In some cases, the contrast was sharp, as can be seen in Figure 4.2.

Figure 4.2
Delta Team Self-Analysis

Rating Scale Person	Rating Scale Self*	Team Development Team*	Wheel (Stage)
A	8	8	4
B	10	6	3
C	9	6	3
D	8	8	3
E	8	8	3
F	9	8	3
G	6	5	3
H	10	9	3
I	10	10	3
J	9	9	3
K	8	7	3
L	10	6	3

* = Mode Score
** = Mean Score

There are many possible explanations for these discrepancies. First, it is possible that because of the focus on team process, the members of the Delta Team were more aware of what is meant by various items on the rating scale and have given more thought to how they apply to their own process and effectiveness.

Second, the Delta Team has probably met more frequently than most other teams. Since August 3, 1988, they have had twenty-eight team meetings ranging from a half-hour to two or more hours, plus additional sub-team meetings.

Third, the differences in perceptions may also reflect individual frustrations with the functioning of the team at that point in time by some members of the team who became impatient with any number of factors, among them may be the time required for team process or the very high expectations individuals held for the group.

Furthermore, there was also a sharp contrast on the Delta Team's results in the Team Development Wheel. Groups from the project's school districts showed no consistency in where they placed their teams on the "wheel." It was found that one member might place the team in Stage One, while another member of the same team might place it in Stage Three.

The Delta Team was almost unanimous in placing themselves somewhere in Stage Three. Evidently, the focus on and the awareness of team process allowed their perceptions to be more similar than other groups.

Extended Analysis and Implications
After completing an initial analysis of the survey results, the project sub-team further extended its thinking to find relevant implications for these findings.

The interviews and surveys indicated that administrators in all ten of the surveyed districts have a strong commitment to school improvement and are working very hard to implement a plan within their districts.

One of the most interesting and thought-provoking results of the interviews and surveys of the administrators in the ten school districts was that members of those groups consistently ranked their team high (for examples, eights, nines, and tens) on the Rating Scales but had no common perception of where it placed on the Team Development Wheel. The Delta Team, while sometimes self-critical, did seem to have a common perception about where the Team placed on the "wheel." This contrast leads to the question of what affects team members' perceptions about where the group is and what is happening within the group. In addition, the core team observations and questionaires indicated that the observed teams were apparently not analyzing their own team processes and, therefore, this may account for their different perceptions.

While the concept of team seems to be central to every school improvement plan, perceptions about teams and their effectiveness varied and nine of the ten districts observed and questioned expressed a need for help in utilizing their teams more effectively.

Additional findings of the research project follow.

a. A group's understanding of "team" will certainly influence the team's process and development. It is very important that a group understand what team is and how it functions.

b. Research has shown that individuals have varying levels of comfort in dealing with verbal conflict. In analyzing the results of the data, it became evident that the item marked lowest on the survey most consistently was the item that dealt with conflict resolution. This seemed to be the area where participants had the most trouble both as individuals and in their teams. Since groups often have difficulty in this area, it would be wise to prepare team members on how to deal effectively with conflict and its resolution.

c. It seems to be necessary for teams to "debrief" or "process" what has happened in every meeting, even if it is as simple as going around to each member at the end of the meeting and asking how each member feels about what has been accomplished. Otherwise, team members can leave the meeting with different perceptions which can lead to different ideas on where the team is and, possibly, to conflict.

d. Establishing some basic ground rules may avoid many misunderstandings. Among these ground rules should be agreements about who the leader or facilitator is or how leadership will be shared, what the decision making process will be, length of meeting time, and how debriefing will be handled.

e. Some other possible areas to consider are how to be sure every member has an equal amount of time to speak and, what these writers consider very important, whether or not a member has "the right to be quiet."

Basic to effective team functioning are "commitment" and "trust." Without these two characteristics, team members may not be willing to make the efforts or take the risks that are necessary to become a fully functioning and productive team.

Conclusion

Although the concept of team was central to all school improvement plans, the results indicated that core teams in schools are not analyzing their team process. Therefore, the individual members have very different perceptions about where the team is developmentally, and this impacts their effectiveness.

The self-analysis (See also Chapter 5, Narrative of the Delta Team Experience) of an experienced team indicates that groups trained in team process facilitation are more accurate in their perception of the group's use of successful team process skills.

Chapter 5
Narrative of Delta Team Experience

Introduction

This narrative is offered to help trace the development of a team. It is an analysis of the journal contributions of Delta Team members. This summary, in retrospect, helped the team understand the road it travelled, and may help future teams understand the direction their process may take them in their team building experiences.

Year One: Convening, Clashing

Team forming evolves through a natural order or process. A team moves through a series of phases from initiation to maturity. The formation of a team does not occur naturally. Team development, in its best sense, is creating the opportunity for people to come together, to share their experiences, and to begin to work together to solve their mutual problems and achieve common goals (Dyer, 1987).

Within teams, individualism is counter balanced by the team commitment to the goals. This is not easily achieved because it is often difficult for people to let go of their ego involvement. As teams process their development, they transcend differences through consensus. This, too, is a difficult process.

The process of learning to work cohesively was not easy for the members of Delta Team. This team did move through the natural stages. The process was developed in a learning laboratory that can now be reviewed in hindsight. The specialist degree program experiences provided an opportunity to find new growth. The Delta Team, a group of thirteen educators, experientially changed through learning to appreciate the diversity of work styles through team process. This took place in the time frame of September, 1987, through June, 1989.

Several authors outline the team process in four phases, giving the phases various titles or names. M. Scott Peck titles his stages as "pseudo-community," "chaos," "emptiness," and "community" (Peck, 1987). Frank Petrock names the stages of team as "forming," "norming," "storming," "producing," and "ending" (Petrock, 1989). Michael Zinn identifies the process numerically (Zinn, 1989). These authors categorized the stages with similar descriptions of each phase or condition as it impacts a team and its team developmental needs.

The team's success within the process and its various phases will be enhanced by the team's ability to understand the stages in its development. This may be accomplished through a leader or facilitator who is knowledgeable regarding team process. That knowledge will facilitate the team's movement toward a higher level of development.

The identification of the process did not happen early within the Delta Team experience. In fact, the difficulty in identifying the process became the motivation for this project. The objective in this project is to help others in a school setting to identify and process teaming in order to move to a higher level of thinking and producing. When teaming is effectively working, there will be synergy within a group. The synergy of the collective talents, insights and knowledge of a group will be more valuable than the sum of its collective parts and will produce more creative, productive results (Lewis 1986).

The first stage, forming, or pseudo-team, can be identified with basic characteristics. The members within this tage manifest an acceptable or unacceptable behavior that is learned from the reactions of the group. Members consciously or unconsciously establish the ground rules. They are polite, impersonal and guarded. The awareness level centers on such questions as "What is going to happen?" "What will be expected of me?" "What will the experience be?" and "How do I fit in with other people?"

These questions and feelings emerged for Delta Team during the first few class meetings in September, 1987. One member expressed this as "time to get to know each other." There was a good feeling about being selected for the program. Another member felt welcomed and accepted by the group, although somewhat leery, not sure that this experience was going to work. Other members demonstrated a certain impatience with the instructor's teaching style, because many were looking for the familiar lecture structure. Another team member, whose personality type is frank and confident, reflected the team's collective struggle to find a leader: "We thought the advisor was our leader in spite of his non-directive teaching style. We continued for a long time to think, hope, imagine and expect that he would tell us what to do." The advisor did not dominate the class, even though, characteristically, some members wanted him to be more directive. The advisor had another agenda. That was, to form a team with thirteen people of varies experiences and thinking styles (Myers-Briggs, 1987). His goals at this stage were to reduce uncertainty and establish trust. Individuals will not be members of a team, nor will they contribute significantly until trust develops. The advisor provided time for the members to get to know themselves and each other through the Myers-Briggs self-analysis tool. The Myers-Briggs is a psychological self-assessment that indicates the basic preferences individuals have in their thinking styles. The purpose of the inventory is to enable individuals to understand their own styles and those of others (See Appendix E). The basic preferences, which are neither right or wrong, indicate differences in people and differences in professional choices. The inventory, if frequently reviewed and studied, will enhance understanding of the diversity in individual contributions.

The Delta Team did not fully understand the significance of the profile as it related to team. The analysis gave individuals a greater understanding of personal strengths, weaknesses, and thinking styles but the team did not fully understand the impact of this information toward each other. The thrust of the advisor's work was to expand the team's thoughts toward new ideas and change. He allowed time to explore ideas, interact, work with opposite thinking styles and planted the seeds for growth as a team. He envisioned that the richness of individual differences would function to bring structure and creativity to the team.

The Delta Team continued the course work with cautious pleasantries. The members were well-mannered, professional, and operated according to the norms that had been established. In December, 1987, the Delta Team celebrated with a holiday dinner, sharing family pictures and humor. This celebration event was a form of bonding and, to some, exhibited a high level of team development. Lest it be misunderstood, the team was only at the first stage.

The course work of the Delta Team continued during the winter of 1988 in the areas of educational finance and educational law. But due to the instructors' orthodox styles of teaching, little or no team building experiences occurred. Team members worked on individual assignments and had superficial interactions. The team process that was started in the fall of 1987 was put on hold. Some participants openly disliked reverting to the traditional style of conventional learning. Others described the experience as a loss of dependence on each other. The cumulative opinion appeared to be that the classes were informative but did not facilitate team building.

The spring of 1988 was a re-awakening of the team process. The class, Quantitative Analysis, generated, by its very content, a mutual nervousness regarding the course material. Team members expressed a common fear of statistics and turned to each other for support and clarification of the material. There was cooperation and participation among the members, but the leadership rested in the instructor.

The Delta Team during this semester was flexible, resourceful and cooperative. One member had a conflict in her work schedule and needed an adjustment in the starting time of the class. She hesitantly approached the group, seeking an adjustment in the class starting time and support in dealing with the problem. The team responded in her favor, demonstrating a beginning of team support.

During this period, the second stage of "norming" was evident. The characteristics of this stage are increased participation, power struggles, and sometimes hostility. Keep in mind that what was happening was a process that is not precise, neat, or clean. The process has an ebb and flow; it does not move smoothly from one stage to the next. And finally, one member perceived a developing clique emerging among members of the team who were administrators.

Some members felt hostility toward the instructor and toward one of the members. The instructor's approach was not well received by all of the members. Some team members displayed physical and psychological separation from the team member whose mannerisms and educational goals were not compatible with their own. Individuals would position their seating arrangements carefully in order to avoid the need to relate with the team member whose style and behavior they rejected. Other personal relationships were building. Near the end of the statistics class, the members were asked to form sub-groups to work on a final paper. This was the first time that sub-group configurations were assigned. The members moved into sub-groups quickly in order to preserve their hidden agendas. Within these sub-groups, a sense of cooperation, effective decision-making, and problem solving developed due to the nature of the assignment. In opposition to this was the continuing exclusion of the one member. This had been occurring to various degrees over the past five months. The team rejected the individual because she did not convey high self-esteem. She was always late and the expressed needs of her school district did not coincide with the interests of others. Some of the more verbal members dominated in their behavior and thus the rejected member was often cut off and ignored. When she spoke, others began side conversations. This type of rejection implied who in the group had influence and who did not. What was happening at this point manifested the inability of the team to confront, address and process what was occurring. Instead, some of the members aligned themselves outside of class. A certain status struggle was developing. The members became more open with each other and thus were sharing their attitudes about the member.

At this time, fractures within the pseudo-team were evident. Yet at the same time, during class there were many moments of humor and fun. Humor deflected the stress that was felt by the members due to the challenging nature of the material, the demands of ending the school year, and the statistics course.

During the statistics class, the team had little direct contact with the program advisor. The class instructor was not a facilitator for team building and did not attempt to assist in the team building process. The team continued to look to the professors for leadership rather than within. The team did not realize that they were moving through a natural process. They also did not know how to resolve conflict. Had the Delta Team recognized earlier the development process, the stages of growth they were experiencing, the team might have progressed more rapidly and easily, and become productive sooner. Even after seven months of working together, the Delta Team did not recognize its process of development.

The unresolved issues and anxieties among all the members were increasing. They were concerned about how to resolve the stress they felt regarding the ostracized member. Team members approached her individually. Team members spoke to the advisor about the matter. However, no resolutions were offered that would openly confront the issue. Some members also felt another clique emerging within the group because three or four team members came from the same geographic area. The dynamics of that perceived group created some anxiety, uncertainty, and stress among some of the others.

During the extremely warm summer of 1988, the Delta Team participated in two classes: administrative leadership and long range planning. Since these courses were taken simultaneously, the analysis will consider the process of team as one experience.

The inability of the team members to reach consensus lasted approximately eight months. The conflict was not open fighting or arguing, but a smoldering lack of cooperation underneath the surface. Conflict emerged because the team did not have the ability to deal with or resolve three key elements within this stage. The Delta Team did not have the ability to confront problems, to deal with conflicting personalities, or to become independent from the advisor.

As in the spring class, external factors compounded the stress and became internalized through blatant negative attitudes and behavior.

The introduction of teleconferencing with the computer is one example. Some of the team members expressed a general aversion to computer networking. On one hand, they were eager to participate in the technology, but, as with anything new for students, they needed more instruction, hands on teaching and more time. The stress of trying to communicate through the modem for FORUM meetings created tension since many were not comfortable with the mechanics and the impersonal nature of the medium. However, this stress provided the team members with an opportunity to support each other when computers were shared and when the more confident and experienced members offered their support.

Another factor that caused stress was the excused absence of a member from one of the classes. Due to previous arrangements with the advisor, the member did not have to take one of the summer classes. This absence caused unfounded rumors, misunderstanding and envy. This negative reaction by some of the members was a polarization against a member who made a private decision and operated outside the established norms of the team. This issue was not dealt with in an open discussion at the time.

During this time, the team should have been dealing with these difficulties among themselves. Confronting problems and learning how to deal with differences of opinions are elements that should have been resolved within this period of team development. The Delta Team struggled with its inability to deal with interpersonal relationships.

The knowledge, concepts and experiences of the two summer classes, plus the materials generated from the professors were stimulating. One professor was an excellent role model, while the other offered an excellent model for long range planning for school districts.

Sub-groups were formed to research key factors influencing education. The groups aligned themselves quickly and carefully so that the unwanted member did not have to be dealt with and the group she did join felt "dumped on." A discussion was not initiated among the members to openly state their interests or strength areas as the groups were formed. An unintentional repercussion of the process of aligning into sub-groups was the exclusion of another member who was left with the topic that no one else wanted. As a result, she felt hurt and angered. Those feelings were not expressed openly until the end of the summer session. The need for some individual members to maintain hidden agendas took precedence over the academic priorities. The forming of these sub-groups or cliques around strong personalities polarized the group and perpetuated the conflicts. The members, through body language, eye contact and even positions taken at the table, enabled the members to avoid working with the unwanted member.

The small group work provided some positive feelings. People had opportunities to work with people they had never worked with before. They also worked at each other's homes, which broke down barriers within the small groups.

Individual participation was increasing among the members. The processes for working together were forming. This was normal for this stage of development. There was production and agreement on how to work together. However, this stage was comparable to adolescent behavior, because the norms that were established were tested.

This testing of norms was evidenced in overt behavior. As mentioned earlier, the style and behavior of one member was not accepted. Her late arrivals, excessive talking, and citing of personal problems at inappropriate times alienated other members. The enormity of her school district's problems and [illegible]nique nature of her professional experience relative to those of other team members set her apart as well. These issues should have been discussed in the first class and the extreme diversity should have been used to a positive end.

The need to learn conflict management was present in the journals and memos shared by the Delta Team. The advisor, through the FORUM meetings, teleconferencing arrangements, addressed the same issue as early as July, 1988. One of his memos asked the team, "How do you handle conflict managment?" His memo asked about the Delta Team's skill and maturity in group process and team building. These suggestions were read by all but the lack of skills and understanding kept them from being implemented.

The advisor addressed the issue of conflict and urged the team to understand that they needed to address the issue. He asked the team to focus on the "wholeness" area. How could they build team, interact, work together, be sensitive to and achieve a greater goal together? He prodded the team to understand that together they are stronger, that together they need others to teach them about themselves, and together they can establish unity within themselves.

Year Two: Cultivating, Clashing, Creating

Upon completion of the two classes in the summer session, the team realized that the difficulties were increasing. Hurt and angry feelings were discussed in sub-groups but not with the team as a whole. The action research plan, which was to be the final graduate product for the team, had not been formulated and some of the members planned to begin research on the final topic in the fall. Lack of intra-team leadership was a major concern. One team member wrote in her journal that she thought the advisor was the leader. "In spite of his non-directiveness, I continued, for a long time, to think, hope, imagine, expect that he would determine the project for us." The team asked him for help, the use of a group facilitator, to assist in clarifying group goals for a project.

So, prior to the start of fall semester, a capable facilitator/counselor, familiar with the cohort graduate program, met with the team members. Ten members were present at this meeting where goals were discussed and tasks were delineated. The meeting was productive with assignments accepted by several of the members, and it appeared to the group that an action research plan was around the corner.

As the team began the fall semester, an increased awareness of the pressure of time began. Team members had mixed emotions. Some members expected to become task focused, to reach consensus on a concrete goal, and get on with the final project. Some members were exhausted from the summer and the demands of starting the school year. Some members planned the coming summer to be dedicated to the final project. Expectations and readiness varied widely. The issue of time and the project deadline were major concerns and various members began verbalizing displeasure with the time consuming nature of the team building and consensus reaching process.

Characteristics of stage two development include increased member participation which also causes conflict. These behaviors perfectly describe the team at this time. Members' participation level was extremely high with several proposals reaching the floor, but there was inadequate discussion and little consensus on any one proposal. Some polarization of members was evidenced as small groups would support a particular proposal. Disagreements among members, the formation of cliques, and complete inability to reach agreement were characteristic of group interaction at this time. When members would verbalize concerns and problems, team members failed to offer support, understand or compromise. It appeared that members kept their own agendas and were unable to make a commitment to one, firm, project proposal (See Appendix C).

Lack of commitment was evidenced by reluctance to designate sufficient time for indepth team meetings. Some members had difficulty arriving at meetings on time and then starting in a timely fashion. Often members would arrive on time and eat dinner rather than become actively involved in discussion. Consequently, members would say that additional discussion time was needed to discuss the proposal. Again, the group did not want to commit to a second weekly meeting for the team.

At this stage of development, the lack of team leadership was especially evident. One member offered facilitator services but instead began to function as task master and recorder. This leadership effort was undermined by the team. Resistance to commitment, frequent topic changes, and power struggles characterized group interaction. "Negative" leadership sometimes surfaced. Various members would become moderators for an evening and then drop into the background the following week, which contributed to lack of long term direction. This lack of consistent leadership and direction plagued the team for the entire semester.

Positive influences on the development of the team during this stage were provided by the instructor in the fall, 1988. Although she did not act directly as a group facilitator, experiences designed to support team building were included in the course content. People skills, communication skills, and consensus building strategies were presented and modeled by the instructor. The class was provided with opportunities to practice these skills during the course. Activities designed to provide team practice in giving and receiving feedback, listening and building consensus supported the team development and provided team centered learning opportunities. One team member led a consensus building activity in which a continuous line was used to assess members' feelings in regard to project due date, preference for working alone or as a team, and the form the action research project would take. These activities and techniques assisted individuals and the team in skill development.

A necessary component in the development process was a greater awareness of team process. As the team remained stalemated in the finalization of an action research project, they lacked strategies and approaches for resolving their stagnation. As the struggle to reach consensus on an action research plan continued, members became more and more disgruntled as panic set in.

As a result, one member wrote every member a letter saying she would not be back, at least until the group started working together and making some progress. This was the member who had offered leadership services two months before. She wrote that she had offered to provide structure to the group and could no longer participate in the group without more structure. Most group members shared her frustration but objected to her sending the letter of withdrawal (See Appendix C). Her letter was followed by correspondence from the advisor which further angered the team. Another member wrote a letter to the team suggesting, again, a second weekly meeting and the possibility of using sub-committees (See Appendix C).

Consequently, the team continued to struggle into the next semester, the winter of 1989. An activity led by the instructor made it clearer than ever that no definite goal had been determined by the team. The level of verbal participation increased for several of the group members while some previously active members barely spoke. "Fight or flight" behaviors were evidenced in body language, as well as class participation.

A typical characteristic of this stormy stage was attacking the team leader. Since no team member had yet emerged as a leader, attacks were directed toward the instructor of the class. Extreme reluctance to engage in his course syllabus was characteristic of the majority of the team members. Team members were discouraged and anxious to begin work upon a final project, rather than study the material presented in the current class.

Ninety minute team meetings were held before class. Discussions lacked focus, and closure was elusive, since the arrival of the instructor interrupted the process. A typical meeting would consist of individuals reporting on their own findings or versions of a possible team focus. The team members made self-assignments in an effort to regenerate group participation and team commitment (See Appendix C). Half-heartedness most frequently characterized team efforts as a feeling of desperation overwhelmed the group. Each member held on to pet projects, no enthusiasm was generated and little compromise was evidenced. The group was still not allowing themselves the necessary time for discussion to work toward consensus.

A real turning point came when the group decided to split into topic focused sub-committees. As the sense of urgency increased and consensus appeared to be distant, the group asked individuals to commit to a section of the current proposal outline (see Appendix C). Members verbalized their interest one week and the following were asked to sign a sheet of paper indicating their primary topic for in depth study. The sheet was circulated around the room and people elected specific sub-committees. The expected sub-committees size was not discussed and it was not clear whether all areas of interest were to be covered. Some people felt that they should spread themselves over the varied topics so that too many people would not be on any one sub-committee. The lack of clarification of that characterized breaking into sub-committees and the feelings that surrounded the process used, some positive outcomes were effected. Members had the choice of maintaining their personal preferences for indepth study and work alone or compromise and work in a sub-committee. Every sub-committee consisted of at least two individuals so the commitment to working together was evidenced. Team members demonstrated freely their desire to work cooperatively with at least one other person.

The sub-committees reflected the interpersonal relations of the team members. Few members preferred to work with the "outlier"--the isolate team member who never fit in, was usually late to meetings and who could not stick to the topic. Members who had become alienated previously and who characteristically sat on opposite sides of the room continued to do so and joined separate sub-committees.

As the sub-committees worked together, the benefits of the team process began to emerge more clearly. Because the number of individuals working together was less, more active participation was possible and did occur. Information and resources were actively shared. Since personalities appeared to have influence to some degree the sub-committee composition, more positive interpersonal relationships emerged. Group process as well as task focus was evident in the sub-committees.

As the sub-committes elicited increased project commitment, communication between sub-committee members increased. Members communicated outside of regular class and team meeting time. Positive regard for working together was renewed and the advantages of shared commitment recalled.

The largest of the sub-committees, which consisted of six individuals, chose team building as its topic. Each member of the sub-committee purchased and read Francis and Young, Improving Work Groups, 1979. This book gave the group a common background and a vocabulary for sub-committee focus as well as an understanding of the developmental process the team had been experiencing. This understanding was critical for the eventual reuniting of the total team.

As the sub-committees shared their progress at brief team meetings, an interrelationship became evident. This overlap helped the group eventually reunite as a team and present a total group final project. Some members of the "team" sub-committee began to see that each sub-committee could possibly function as a force in charge of segments of the total project. One member began to informally mention these possibilities to team members outside of the team sub-committee. This helped lay the groundwork for eventual reuniting.

In order to be able to work as a team, communication had to be improved, feelings of mistrust and dislike had to be alleviated, and consensus on the form of the final project had to be reached. Non-partisan leadership was needed--a person that was not perceived to belong to any of the "cliques" that had formed over the months. Enthusiasm had to be generated to elicit shared commitment and a plan which would require the contribution of all members and allow for the variations in work styles and energy levels needed to emerge.

The team topic sub-committee began to reach out to find ways to reintegrate the other sub-committees, using team process as the primary focus of the project. The focus had previously been suggested by the advisor and the class instructor and had been rejected. In spite of that rejection, it became apparent that if the team members did not begin to work together soon, the members would produce four different projects rather than one which had been their goal. As the six-member sub-committee worked together, a vision for a project plan which could involve all team members emerged.

Before the team could reunite with a task focus, they had to deal with process problems. Feelings which had been blocking communication and preventing the growth of trust had to be aired. Perceived conflicts in agendas had to be clarified. Shared commitment to a team project needed to be reaffirmed. Enthusiasm for working together needed to be rekindled.

In mid-March,1989, the team member who had the vision of a total team project on team building brought an outline of the stages of team development to class. She led a discussion of team process and used the outline to identify issues which characterized the team's development. She then asked the team if they would like to participate in an exercise on consensus building. The team, instructor, and advisor took part in the exercise led by the member.

Discussion of the consensus building activity led to discussion of process problems. One of the members took the first risk in airing her feelings which began a team sharing session. Hurt feelings were shared and tears were shed. Several areas of misunderstanding were touched upon but not fully resolved. Althbough exhausted, the team felt relieved that issues had surfaced and wanted to continue processing in subsequent meetings. This emptying of feelings was the bridge between chaos and real "team."

The person who led the consensus building/group process meeting became the group facilitator for the next several sessions. Support from each of the group members for the facilitator was strong and frequently verbalized. A new optimism emerged among group members as progress toward "team" was obvious.

The team was now able to move into phase four, the producing or creating stage of development. The new leader/facilitator presented a revision of the total team's working draft of a project proposal which contained concrete action opportunities (See Appendix C). She repeatedly articulated the vision of a team process project for the total team and proposed the dissolution of the sub-committees. Preparation of an agenda by the leader/facilitator and the recorder assisted in making team meetings more meaningful and productive. Increased sensitivity to the feelings of others and efforts to improve listening skills were evidenced. As focus for each meeting was provided, group members assisted in maintaining task commitment and process awareness as consensus was sought.

Along with the improved atmosphere, a sense of security and task achievement began to ease the anxiety level of the team. A team member held a social get-together at her home which enhanced the emerging comraderie. Team members began to feel renewed commitment and on April 4, agreed to add a day for a second weekly team meeting. It took the team seven months to reach consensus on meeting twice a week, to build commitment to the task and process. These additional meetings occurred in team members' homes, a setting which reinforced the attention to the personal needs and sensitivities of team members.

At a weekend meeting at a team member's home, the members were informed of some startling news. A team member had quit the program with only one class and a thesis to go. The isolate had dropped out and the reactions of the team members were mixed. Feelings of relief, shock, and guilt were expressed and the team realized that this would profoundly effect the team's development. An almost immediate increase in commitment to the team could be seen. An increase in congeniality was obvious as laughter characterized that day's meeting, a tension reducer. Plans to pay more attention to the process needs of the group were verbalized and an occasional "blocker" demonstrated positive leadership during that meeting and those to follow. Discussion recognized that part of the problem of the lost member was due to our long standing lack of designated leadership since one of the roles of the leader is to support weaker members. One member had tried to offer support but without the title of leader, her efforts lacked the impact of group support.

As the team discussed the withdrawal, they discovered that a few of the members had previously expressed their concerns to the advisor. They had perceived her as a concern eight months earlier and the advisor had responded, "take the concern to the team". The concerns in regard to attendance to class and punctuality were a major irritation to the team members but the team had not addressed these concerns as a group. The commitment of the member began to be questioned and support for her eroded as time went on. As the team realized that they had not used team process, an open forum to discuss concerns, to address their concerns, they gained an awareness of the importance of processing to team development.

Although time was more critical than ever as the project deadline approached, team members frequently verbalized the importance of sharing feelings and reactions. Various members would lead the group in activities designed to keep communication open and team members supporting each other. Shared leadership became evident in regard to process and task orientations.

Self-analysis became a regular component of team meetings for several weeks. Instruments used by the team included those tools later used to evaluate the school improvement plan core teams in the action research project and the "Team Effectiveness Questionaire" (See Appendix D). Discussion of the instruments and shared journals led to a two meeting exercise in mapping group feelings and perceptions from the beginning of our joint experiences. These discussions and maps were used to enhance this case study (See Appendix E).

As a plan for task completion approached, the team once again divided into sub-committees. These sub-committees or task forces were formed in the manner used previously. This would be the third and final time the team would subdivide, but this time members were aware of the hazards and sensitive to the process. Expectations how each area would be covered were verbalized and that the task forces would be relatively equal in number. Members were asked to indicate which areas they might be interested in one week and then asked to commit the following week. Movement between task forces was acceptable and the task forces were finalized the following week. It was made clear that all members shared responsibility for the total project and would contribute to all aspects of the project. However, the designated task forces would assume primary responsibility for their chapters.

Subsequent meetings focused upon task force needs. Leadership was shared and revolved around the task force requirements. Time during team meetings was allocated for task force meetings and communication between groups also occurring. Even though the team had a heightened awareness of the importance of group process, it was difficult for the team to consistently devote time to process issues.

Members did make efforts to work on two dimensions--the team project and the relationships between team members. Team energy and enthusiasm were high. Team members shared responsibility for the various aspects of the project and process. The importance of monitoring group performance was recognized and drove the processing component. Techniques such as validation of group members, feedback on the meeting for closure, and asking for time for airing of concerns were regularly used during this stage of development.

No stage of team development is pure in the nature of team interaction. Team development is similar to personality development. All stages are present at all times with the primary mode of operation representing the stage of development.

Conclusion
Delta Team exemplified multiple levels of interaction in its last month of existence. Conflicts still arose, misunderstandings still developed, and preferable communication skills were not always evidenced. The key difference in this more advanced level of team development was the increased ability of the team to deal with conflict and its resolution. The team members had a heightened self-awareness and were willing and able to diagnose process and task problems. This expanded self-awareness was evidenced as a variety of members spoke to process concerns. Several different members led activities and discussions to resolve sensitive issues.

With the week long absence of one member, team members verbalized the need to reintegrate her into the team. Awareness of team process reinforced the team's efforts to function at the highest, most productive level.

The Delta Team's final task will be "ending." The ending process will present a new set of challenges to the team. Anxiety levels may be raised and withdrawal may begin to characterize some members' behavior as they go through the separation process. The team has provided support and positive reinforcement to the individual members as they have experienced growth through risk-taking over a two-year period. The team represented a secure source of positive regard and will be greatly missed by each of the members.

Some members are formulating action plans for the future as they express their feelings regarding the termination of the formal degree program. This, too, is a common characteristic of the final stage of team development.

However, the team members are well prepared for this final challenge. They are aware of the need for celebration and recognition and will use these opportunities to rejoice in their shared experiences and accomplishments.

Chapter 6
Summary of Chapters 1-4

Restatement of the Problem

The changing nature of society today, the developing nature of working and management styles, and recently passed legislation in the state of Michigan to improve school effectiveness through various planning designs encouraged the writers of this project to investigate the skills that group members bring to collaborative situations.

Accordingly, this action research project studied the perceptions and the observed effectiveness of the use of team process skills within the school improvement plan core teams in ten selected school districts around the greater metropolitan Detroit area in the southeast region of the state of Michigan.

Description of the Procedures Used

Several data gathering instruments were identified and developed for use in this project. A guided survey and interview instrument was designed and field tested as part of the writers' course work in evaluation research. Three other tools were adapted from practioners already working in this field. And the fourth device, a group observation tool, was also developed by the project writers (See Appendix D).

The ten school districts interviewed and observed were chosen based on the nature of the school improvement plan that they were implementing, as well as for their geographic and demographic diversity.

The interviews with the ten public school administrators were conducted by the project writers. The observations of the districts' school improvement plan core teams were completed during one of their regularly scheduled working meetings. After the completion of their business, these members were asked to respond to the three questionaires regarding their individual assessments of and their self-perceptions of their core team functioning. The perceptions were recorded and compared with those of their respective administrators. All of these, in turn, were compared with the information that was obtained from the project writers' responses on identical data gathering instruments.

Findings and Conclusions

The findings revealed no apparent relationship between the preceptions of the administrators regarding the core team's processing and the perceptions of the core team's regarding their processing. Administrators tended to rate their own core teams higher on processing skills, while core team members rated themselves lower and with more variance in ratings.

However, the information from the experienced team, the project writers, appeared to be more consistent, as the team members assessed themselves and their perceptions of their process abilities.

The writers of this study concluded that teams experienced in team building activities increase the participants' awareness of their own status within the group as well as their team's developmental stages.

Recommendations

The project writers, therefore, recommend the inclusion of a team building model and activities within groups that participate in school improvement core teams so that they may efficiently and effectively realize their individual potential and their team's potential, thereby advancing their work.

Of the many resources, consultants and services available, one such team building model, with explained developmental stages and appropriate activities, is included n this project (See Chapter 7).

The writers would be happy to assist school district personnel who wish to include a team building model or enhance their team's developmental process.

Implications for Future Research

The Michigan Department of Education, lawmakers, school advocates and other stakeholders in the state of Michigan will be monitoring the results of recent legislative action in educational improvement. In order to do this effectively, then communities will have to understand the nature of change and its implications. This study is not intended to be a solution to the problems facing society and education. Rather, it is a tool to address the changes and the problems inherent in such a dynamic and diverse institution.

Furthermore, continued study and action is necessary in this field of group work and team building, whether it is in the newer school improvement plan core teams, established standing committees, or in special task forces and cross funtional teams that are asked to deal with crisis. There are, indeed, many situations at all levels of educational endeavor that are in need of these cooperative abilities and skills.

Just as any teaching, learning or working situation involves several stages in awareness building, planning, implementation, maintenance, and evaluation, so do the efforts necessary to achieve empowered individuals, empowered staffs and successful teaming.

Conclusion

Our society and its educational system face the challenges of unprecedented change and unprecedented complexity. The call goes forth now for the capacity for unprecedented efforts in cooperation (Schultz,1988).

Chapter 7
Effective Team Building Model and Activities: A Situational, Process Workbook

Introduction

What is a "team?" A team is a cohesive group of individuals who are interdependent, who understand the goals and have ownership of them, who contribute personal talents, knowledge and skills, who trust each other, who communicate honestly and openly, who have developed techniques for handling and resolving conflict positively, who actively participate in the decisions affecting the team and who recognize, celebrate and reward members and their achievements. In other words, a team consists of two or more people who through cooperative and coordinated efforts strive for a common goal. These individuals possess a cross-section of talents, represent the sub-groups of an organization and interact through a formal yet friendly procedure (Lewis, 1986).

School districts and their staffs are primarily involved in human resource development, the creation of life long learners who have power over their attitudes and behavior and who contribute to the pluralistic society within which they live and work. Building teams in schools is one way of improving staffs. Team members enhance their self-worth and have opportunities to fulfill basic needs such as belonging, achieving and acquiring power. But team members do need training in team processing skills to realize these benefits. The team experience at Oakland University in the specialist degree program in school administration in has demonstrated that while educators possess task oriented communication, decision making and problem solving skills, many educators have difficulty transferring, adapting and applying those skills to the process of team building. This team building model will stress skill development for improving group dynamics.

The Stages of Team Development: Convening, Clashing, Cultivating and Creating

Team building is not a lock step progression. Rather, it is similar to walking on a sand dune, one step forward with a slipping back in the shifting sand. During Stage One, Convening, the group begins to examine interpersonal relationships, goals and norms; define structure for group activities; and begin communication networks. It is a time when members begin to develop trust. Stage Two, Clashing, is noted for the memberships' challenge to roles, norms and goals; conflict appears inevitable. Members work through hostilities aiming for a sense of belonging. Stage Three, Cultivating, is the time when members clarify, adapt and re-commit to group participation. The members have a feeling of cohesion and support for one another. Stage Four, Creating, is highlighted by active participation and creative solutions and the members working collaboratively toward task completion. The members display interdependence and pride in their work. It is Delta Team's premise that the process is cyclical and the group moves back to Stage One as it incorporates new members, new goals and/or new responsibilities.

Team building is the deliberate process of developing groups through shared objectives, articulated structure and shared culture leading to positive interaction. It is a way to empower diversity and create synergistic force for dynamic change. Furthermore, team building helps develop meaningful relationships among members and promotes collegiality and trust. It can challenge the participants to revise their self-image, take positive risks and achieve their potential.

The following are some factors which influence team success.

a. The goals are the aims of the team and what the team intends to accomplish. Are the goals clear, comprehended and shared by all? Is there individual ownership of team goals? Are they operational? Is there conflict between goals? This is the "what" of the team.

b. The roles are the functions the individuals play. Who is the leader? Who are the followers? What contribution does each individual make to the team effort? Do the individuals take ownership of their role? Is there conflict? This is the "who" of the team.

c. The relationships indicate the degree of interaction among team members. Are there interpersonal conflicts? How much do personal feelings, attitudes and emotions affect the team? This may be considered the "why" of the team.

d. The processes are the steps a team takes to reach its goal. This is the "how" of the team.

The goals of team building in schools are to make staff's participation more meaningful and effective, to provide a forum to promote ideas and knowledge, to increase staff participation in the decision making process and to enhance communication. Increased staff involvement in decision making and problem solving generally increases the ownership and support for implementation of desired actions. It provides opportunities to increase individual morale and motivation (See Figure 7.1: Effective Team Building Model).

Stage I: Convening the Team

The aim of this stage is to begin unifying a group of individuals with a common goal into a productive interactive group who are interested in change in their organization. This process allows members to direct their

energy, creativity and strengths toward making positive, successful change occur cooperatively. This process should begin with a block of time dedicated to the following.
a. Team member selection;
b. Team member self-analysis;
c. Team operating procedures; and
d. Team member roles.

The individual charged with the job of selecting the team members should understand intimately the purpose or goals of the task to be addressed. This person should look for individuals with the necessary skills, knowledge and experience to contribute to the group effort. Other factors to be considered whenever possible are the individuals' attitudes toward work and people, their ability to work well with others, their willingness to accept responsibility for personal contributions to the team effort and their ability to meet the necessary performance standards. Remember that individuals bring to the team their own set of values, needs, principles, standards, expectations and personal image. Sometimes members' values may be in conflict with other members' values and/or the group task thereby causing frustration and blockage. The selection of team members is not an easy task, but if the opportunity exists take advantage of it because it can be more fun and it is often easier to create a new team than to rebuild an older established group into a fully functioning "team."

Once team members have been selected and their commitment to work in and for the group has been secured, it is time to briefly explain the group's agenda, goals and approximate completion date. This will establish some parameters and help individual members feel more comfortable. This can be an anxious time for team members who will want structure and answers to many questions such as the following.
a. How am I expected to behave?
b. How will other members react to me?
c. What am I expected to contribute to the work and the group? and
d. What are my rewards for working in this group?

In order to foster group cohesiveness, these questions and similar ones need to be addressed, not glossed over for whatever reason, because if these questions are ignored, the group pays the penalty of remaining in Stage One of teaming. Task productivity slows because of individual anxieties, lower commitment and distrust of the group. Essentially, it stops the group from growing, and ultimately, producing synergy. The team needs to build its own set of values, principles, standards and expectations to define its own culture.

In an effort to strengthen the team's awareness and knowledge of individual team members' strengths and weaknesses, behavior, learning and thinking styles, it is recommended that the following paper and pencil tests be administered to all team members: the Myers-Briggs Type Indicator, the Learning Style Inventory, a right brain/left brain indicator (See Appendix E). A comparison of each participant's style will promote awareness and acceptance of other team members' styles, an understanding of individual differences and assist in establishing trust. The development of a team profile from this data will set the stage for creating the team's image. After completion and comparison of these tests, the information received should be discussed, highlighting the strengths and weaknesses of each style and how it relates to team member interaction. Each person will contribute in their own way and in their own style, which may be completely opposite of other team member's styles. It must be understood and accepted that knowledge of different styles may reduce the tendency to evaluate and measure each person's worth. This is essential to development of trust, which is a prerequisite to teamwork. It is important to develop a team profile listing the ratings of each test for each team member. It should be referred to as often as possible to improve each team member's understanding of themselves and each other to ease conflict and to promote sharing of task responsibilities based upon individual strengths.

At some time, an initial activitiy might be introduced to demonstrate the importance and the necessity for interdependence. One such popular and graphic activity is a "survival simulation" such as the desert simulation, the winter survival exercise, the moon landing and rescue, etc. Discussion and debriefing afterwards is a critical component.

At this time it would behoove the facilitator or group initiator to give an overview of the four stages of team development. Highlighting the normal developmental aspects of a team will give the members an indication of what to expect in the future. Awareness of the stages of growth should also assist the team in identifying blockages to progress at a more expedient time. This will enable them to confront the issues and solve the problem in a non-threatening manner.

Ground rules should be established during the first stage. They can always be revised by the team at a later time. But during the beginning stage, rules give parameters for team member behavior and expected level of performance. Some ground rules that could be considered are the following.

a. Start meetings on time;
b. Have an agenda, developed at the end of previous meeting listing goals, expected outcomes, any specific responsibilities;
c. Be prepared;
d. Contribute to discussions, actively and willingly;
e. Voice concerns;
f. Aim for consensus; and

g. "Critique information, not people" (Zinn, 1989).

Effective Team Meetings.
Teams need to meet on a regular basis in order to grow stronger and more cohesive as a group as well as to accomplish the task or work that is their focus. The following suggestions are made to facilitate this process.

a. Mutually agree upon time and place for the meeting.

b. Prepare and disseminate an agenda beforehand.

1. Mutually develop the next agenda at the end of the present meeting.

2. Include the issues or topics to be acted upon; who is responsible for the presentation, for needed background information, etc; and indicate an approximate time allotment for each issue of priority.

c. Start the meeting on time and appoint a timekeeper to keep the participants moving and focused on task.

d. Stick to the agenda. Accomplish the groups' goals.

e. Keep a record of the meeting. Publish minutes and distribute within forty-eight hours.

f. Summarize meeting accomplishments.

g. Evaluate each meeting.

1. Was the meeting started on time?
2. Were the participants prepared?
3. Was the agenda followed?
4. Was the next agenda prepared?
5. Were appropriate assignments and deadlines made?
6. Did all members participate? Do members feel free to express themselves?
7. Were individual participants satisfied with the accomplishments and with the way the group worked?

Throughout the team development process, team members will participate in all forms of meetings ranging from informational to creative problem solving meetings. Well organized and smoothly run meetings go a long way toward assisting the team to realize its goals and objectives, as well as building trust.

During Stage One, creating the team, attention should be given to team roles. There are three types of team roles: facilitation, maintenance and blocking. Facilitation roles include the leader, the manager, the clarifier, the information gatherer, the information giver, the elaborator, the tester/checker and others. Maintenance roles include the tension reliever, the standard setter, the harmonizer, the supporter and the energizer. The blocking roles include the criticizer, the loner, the star, the digresser and others. These roles may be interchangeable and will be defined in Stage Three. A word of caution: The team does not thrive on blocking behaviors and, therefore, individual members should watch for their occurance and address them as soon as possible.

The leader must take responsibility to assist the group in maintaining its focus. The role of the leader is to stimulate discussion, clarify ideas, survey for consensus, confront issues, harmonize disagreements, manage feedback and model group standards. The leadership function may be assigned, rotated or shared, depending upon tasks and/or individual member's knowledge and expertise.

Team meetings provide time for communication, for coordination and for exchange of information pertinent to the task. Meetings must fulfill both task and maintenance functions. Team task functions may include initiating ideas on work procedures, giving or seeking information, coordinating business, orienting new group members, keeping records of progress and summarizing achievement. Team maintenance functions may include ensuring that all members have an opportunity to speak, ensuring that members have a chance to check understanding, reconciling disagreements, mediating differences and clearing communication lines.

A team leader must remember to constantly and consistently evaluate progress. During each meeting time must be provided to pause and answer the following questions: How are we working together? How can we improve? Are we experiencing any problems? This will help keep members focused and involved in the process. It will also be the start of a positive team processing habit.

Communication is a crucial element in the development of teams. Appropriate communication can produce understanding, cooperation and positive outcomes. It is the forming of relationships and the creation of human synergy. Lines of communication must be emphasized throughout team building and team work.

Two types of communication are necessary for teams to be optimally effective, process and task oriented communication. Process communication includes the socializing that takes place whenever people interact. It may seem like a waste of the group's time, but it is a necessary prerequisite to trust building and the maximization of group effectiveness. A supportive atmosphere must exist if each member is expected to feel comfortable enough to risk contributing to the team process.

Task oriented communication is the more obvious and accepted type for meetings. If information is being communicated then a response and feedback mode is in operation verifying that communication is taking place. Ideas are shared and restated to assure that the entire group understands and feels a commitment to the shared goals.

The team leader needs to use appropriate communication skills with the team. These may include listening, questioning and giving feedback. Some indicators for selecting the correct skill are the body language of the group members. For example, the facilitator needs to be aware of a sense of tension reflecting a listener's emotional needs or a general feeling of discomfort in the group. At this stage, it is necessary to remind members about listening skills. There are four types of listeners: the nonlistener, the marginal listener, the evaluative listener and the active listener.

a. The nonlistener is not attending to the speaker at all. This is manifested by blank stares, nervous gestures and interruptions.

b. The marginal listener is hearing the sound and words and only superficially. These are the types of listeners who look out the window, shuffle papers and are easily distracted.

c. The evaluative listener concentrates on what is being said in an effort to hear the message but not the intent of the message. This listener is adept at paraphrasing the content but remains emotionally detached from the message.

d. The active listener attempts to empathize with the speaker and tries to look at things from that viewpoint. This person listens not only for content but feelings also. It is the highest level of listening and the hardest to achieve. Active listeners have developed the ability to sense the non-verbal messages, to attend to all parts of the message and to give positive feedback to the speaker.

Barriers to effective listening may include personal motivation or attitudes, lack of concentration, negative attitudes toward speaker, individual experience or background, poor physical setting, personal emotions, daydreaming, the speaker's style of delivery, and/or a lack of listening skills (Hunsaker,1980).

The lines of communication must be kept open by the skillful use of questions and feedback. The leader may use open or closed questions to elicit more information, to gain insight, to check understanding, to reach agreement, to give positive strokes and to build trust. Open-ended questions are usually used to bring out a wide range of ideas on a broad issue, whereas closed-ended questions require short answers to a specific topic. Feedback should be given immediately, specifically and honestly as possible.

Teams meet for the purpose of communication. There are many "roadblocks" to effective communication. Some of these common obstacles are disagreement, criticism, diagnosis, excessive or inappropriate questions, the morale of the team and diversionary tactics.

Individual members' contributions to the team effort must be recognized regularly and progress celebrated often. Working in a team can be fun and personally rewarding.

To summarize, the team during Stage One is establishing connections and communication networks within the team. Activities may be used to promote interest in and an understanding of each team member, to promote honest yet sensitive feedback, to encourage participation, to develop active listening skills and to open the lines of communication. The key word is communication.

Process Workbook
Activities that may promote these competencies in "convening the team" may include the following.
a. various values clarification exercises;
b. a traditional game of "twenty questions;"
c. a "portrait" game in self image;
d. the traditional "blind walk;"
e. "How and Why Charting" (Francis & Young, 1979);
f. "Hollow Square: A Communications Experiment" (Developed by Arthur Shedlin and Warren H. Schmidt in Pheiffer & Jones, 1979);
g. "Orientations: Left-brain/Right brain Problem Solving" (Pfeiffer, 1988); and
h. "Mixed Messages: A Communication Experiment" and "Agenda Setting: A Team-Building Starter" (Pfeiffer & Jones, 1975).

To be developed next in Stage Two is conflict resolution because this is a period of challenge to the leader, to the individual roles and to team goals. The challenges provide an opportunity for positive risk taking by members and creative innovation. Stage Three emphasizes consensus decision making. It encompasses the strengthening of team morale and the clarification of roles, responsibilities and relationships. Stage Four will stress problem solving methods in an effort to move the team to maturity and promote synergy.

Stage II: Clashing in the Team

At this stage, the team has been together for a time and is beginning to work on issues concerning the common purpose. Each team member views the purpose through their own values, experiences and perceptions. As team members increase their participation, begin to openly confront problems, test the norms, and become less dependent on the leader, conflict arises.

When some of the basic needs of people in groups are not being met, conflict also arises. The basic needs of people in groups include a sense of belonging, participation in setting group purpose, belief in that purpose, understanding of roles and responsibilities, feeling that progress towards the goal is ongoing, being well informed and recognition for their contributions.

Differences in needs, in perceptions of motives and actions, in expectations of outcomes and in willingness to work through issues all lead to conflict as well.

Conflict has negative connotations in this society. Avoidance of conflict and/or confrontation is taught, yet individualism and competition are also rewarded, which leads to conflict. On top of all this, the skills are not taught which are needed to resolve conflict and work together effectively. This results in smoldering emotional frustration and the feeling of "Why bother? I'll just do this by myself. It is easier and less hassle." The benefit of many ideas, minds and talents is lost because of the inability to work together and resolve conflict.

Conflict must be dealt with and not ignored, by both the leader and the members, in order for a team to work together effectively. Leaders need to acknowledge the need for conflict and then reinforce positive conflict resolution efforts. "Difficulties facing the team must be confronted or evaded. Some teams fail to find ways of satisfactorily working through control difficulties. This acts as a permanent block and although the team may appear to make progress, underneath there is a fundamental weakness" (Francis & Young, 1979).

When teams have the opportunity to set ground rules, to learn listening, feedback and problem solving techniques and to develop respect and trust, members are on the way to becoming a mature, successful team. The Clashing in Stage 2 of team development is necessary to move the group through the team process. This process enables the team to solve complex, highly ambiguous problems of today and the twenty-first century.

Conflict is Here--Now What Do We Do?
The team must set its own guidelines on the issue of conflict resolution. Some ways to do this are the following.

a. Establish a procedure the group agrees upon, which may be activated by any team member whether part of the conflict or not (A possible procedure is described below).

b. The leader initiates the conflict resolution process as needed.

c. Request a third party facilitator from somewhere else in the organization or from outside the organization to assist.

Conflict Resolution.
Respect for oneself and others is one of the keys to conflict resolution and team process. Respect is shown by attitude, voice, facial expression, gestures, using I-messages and attentive listening.

Step 1 Careful Listening and Feedback. Try to "experience" the other persons' point of view and feelings. This may take five or six repetitions of each point of view. Reflect back to each person what was heard, until full understanding is indicated.

Step 2 Statement of Differing Viewpoints. State differing opinions, needs and/or feelings briefly and unemotionally, if possible. Don't exaggerate, withhold important information or feelings. Sometimes this point of view won't have to be stated because the issue was resolved at Step1.

Step 3 Recycle the Process and Evaluate. This is done by individuals alone, as well as within the group. Questions to contemplate for individual or team growth may be the following.

a. What have I learned from this?
b. What specific event instigated this "fight"?
c. How valuable was the interaction for the team in letting off steam?
d. How useful was it in revealing new information about the team and the issue involved?
e. Did the team conclude with a clearer understanding of the areas of agreement or disagreement?
f. Did any of the members change their position at all? If so, what does each member think of the new positions?
g. Are the team members closer together or farther apart as a result of this conflict?

Stage Two is noted for the members' challenge to rules, roles, norms and goals. Conflict is inevitable. Members work through their hostilities aiming for a sense of belonging.

Process Workbook
Activities that may reduce the "clashing" and assist in the development of these conflict and confrontation resolution skills and competencies are the following.
a. "Images: Envisioning the Ideal Group" (Pfeiffer, 1988);
b. "Dimensions of Trust: A Symbolic Expression" (Submitted by James Costigan, Fort Hays Kansas State College in Pheiffer & Jones, 1979);
c. "Affirmation of Trust: A Feedback Activity;"
d. "The In-Group: Dynamics of Exclusion" (Submitted by Gale Goldberg,

Temple University, Philadelphia, PA in Pheiffer & Jones, 1975);
e. "Conflict Resolution: A Collection of Tasks--Lineup, Rating Leadership, Choosing a Family, Ambiguity, Elimination, Similarities, Kelly's Triangle, Role Reversal, and Subgrouping" (Pfeiffer, 1988); and
f. "Conflict Resolution Worksheet" (Stewart, 1986).

Stage III: Cultivating the Team

As teams enter this stage, they have behaviors and skills that the first two stages may have introduced but may not have been internalized by members of the team. In addition, there are skills that need to be taught at this time if the team is to achieve its goals. The members have gained new confidences working their way through the difficult initial stages and are ready to deal with tasks at hand. Sometimes teams digress to previous stages of development, where skills may need to be readdressed and reinforced through directed practice. A team may need to move back to a previous stage because a new member has been added who must be helped through these stages and brought up to the level of the rest of the team.

Member Behaviors Upon Entering This Stage.
Cultivating needs are most evident during team meetings and interactions. Members begin to feel a lack of accomplishment when the team is stagnant and not moving toward its goals. Roles are not understood, although they have a tremendous effect on the team. When members know and understand roles, constructive meetings occur because building and facilitating roles are utilized while blocking roles can be rejected. By fulfilling constructive roles members have a responsibility and commitment to the team and its goals. Isolated members results in certain members banding together in cliques in an attempt to give direction to the team or take control and force the direction. These cliques effectively destroy meetings and, furthermore, block efforts to accomplish the primary task. Discussions digress to unrelated topics while the issues and problems, necessary to the success of the team, are avoided as the group is unable to confront them because of the blockages or because they lack the skills to do so. Additional frustrations are evidenced as decisions are made using ineffective methods, further isolating members as the team falls into this destructive cycle. If steps are not taken to correct these problems, members will withdraw physically and psychologically, and the team will collapse.

Rules, Roles, Skills and Techniques That Cultivate Team Development.
Review Organizational Rules.
A copy of the goals agreed upon by the team should be distributed and gone over in a meeting. This should be done periodically to help keep the team advancing. Meeting rules worked through in Stage I should be

posted on construction board in a conspicuous location. The team should adhere to timelines for meetings, assignments and distribution of minutes and agendas. Before the members evaluate a meeting, prior to departure, the actions and decisions should be discussed to ensure the entire team has the same understanding. If any member or members are having some problems with organizational rules, the meeting should be stopped and rules reviewed.

Understanding Team Roles.
A group of people cannot successfully work together as a team unless purposeful tasks are accomplished that lead the team forward. These tasks are completed when each member fulfills a role or roles within the team during interactions. These roles direct a team toward its goal by building or facilitating the team. There are also destructive roles that block the group. These blocking roles can be controlled when the entire team is knowledgeable about them and confront those members who fall into or demonstrate them. The following are typical team roles (See Chapter 1, Glossary, Roles, for a complete description).

Facilitation Roles

1. The clarifier synthesizes and refines information and ideas.
2. The historian or recorder develops the history of the group by taking notes and keeping minutes.
3. The information gatherer asks the questions, seeking information that ensures important facts are not overlooked.
4. The information giver shares all information, helping the team complete its task.
5. The elaborator expands information or ideas.
6. The manager and coordinator looks for patterns and brings together information, ideas and people.
7. The tester and checker raises questions to determine if a plan, decision or solution is practical.

Maintenance Roles

1. The tension reliever eases tense moments or blocks negative comments and behaviors.
2. The harmonizer mediates the differences of opinion between members and finds a common ground.
3. The supporter encourages, cheers on the team and values others' ideas.
4. The energizer keeps communications open and positive and helps to build synergy.
5. The standard setter articulates and models ideal values and norms for the group.

Blocking Roles

1. The criticizer disagrees, deflates feelings of others and has a negative comment for everything.
2. The loner does not actively participate but converses privately, choosing not to offer suggestions or ideas.

3. The star talks excessively about self, boasts or draws attention to self, and believes "the star's" ideas are the only useful ones.
4. The digresser uses every opportunity to take the group off task, uses personal stories to emphasize a pointor questions topics or ideas.
5. The dominator asserts authority or seniority in manipulating the group or members of the group.
6. The opposer hates everything and plays devil's advocate, causing ideas to be turned down.
7. The rejecter refuses or denies the views and ideas of others, referring to personal experiences to support dismissals.
8. The speedy decision maker rushes toward a decisionbefore considering the alternatives.

Responsibility and Commitment.
A productive team has members whose commitment to the team and its goals complement the individual member's commitments and goals. Their personal needs are met through the group. A successful team does not allow its members to become lost within the masses. A successful team allows participants to enjoy an interdependence, whereby they participate actively by contributing their expertise and experience, causing the team's performance to be greater than an individual member's output. The members are responsible for active involvement in team training, using effective problem solving and conflict resolution strategies, assuming appropriate constructive roles, completing assignments or tasks and, most importantly, developing and practicing group decision making skills.

Reinforcement of Conflict Resolution and Problem Solving Skills.
People generally want to work together but sometimes they create blockages. Communications can break down and the team may dissolve into frustration if conflicts are not addressed and problem solving is handled in a helter-skelter manner. The conflict resolution strategy presented earlier must be retaught or reinforced. By keeping members closer together, the chance for conflict is reduced. Members need high quality communications to feel confident enough to tackle difficult problems and a well-defined guideline for solving these problems. The issue of conflict resolution revolves upon trust. Trust is built among members when they successfully work through difficult issues and problems. The team members must trust each other enough to show their weaknesses, as well as their strengths, and resolve differences in a constructive manner.

Effective Leadership.
The role of the leader is extremely important to the team and its development. Since the team leader and team seem to be contradictory, a more appropriate title might be "facilitator" or "conductor" since these words more accurately describe the role the leader plays. This person

invigorates the team using creativity, sensitivity, flexibility and optimism. This role changes and so does the person who fulfills it, depending upon the situation or task. The ability to confront uncomfortable issues, clarify objectives, link individuals and ideas and help the team work through the stages of team development are signs of an effective team leader. The leader is versatile enough and directs such an enormous amount of positive energy within the team that its success is guaranteed.

Decision Making Methods.
A team has to make hundreds of decisions to accomplish its missions. These choicess may be simple decisions as the time of a break during a meeting to complex decisions that affect the overall outcome of the project or situation confronting the group. Teams generally use one or all of the following three types of decision making methods, depending upon the problem or issue facing the group.

a. Individual decision making. Sometimes a team can best deal with a problem or issue by gathering information for one person to make a decision. This style is generally not productive for important team decisions but does expedite resolution of simple problems. All members of the team are expected to abide by this one person, usually the team leader. To make an effective decision the individual must have as many views and as much information as they can gather in a short amount of time. This method is generally used when time is of the essence and the problem needs immediate action. This method is also effective when the individual making the decision is experienced or has expertise with the issue and when the team has empowered this person to make the decision by accepting and implementing it.

b. Democratic decision making. This method is represented by the group voting on a resolution or decision and one of the following occurs.

1. A minority sways the team to accept their idea by being vocal or using other political maneuvers, or the issue is so fragmented that a clear majority cannot be reached.
2. A majority of over fifty percent vote for or against the issue forcing the remainder of the team to accept the decision.
3. An unanimous decision is reached when all members vote for the issue, but may or may not be committed to the decision or feel they had no other alternative.

c. Consensus decision making. Because team members can block a decision made by the previous two methods, consensus decisions are more effective and more difficult to achieve. The group must look at all aspects of the issue and analyze possible solutions. Differences of opinion should not become a blockage but should help gather more information, clarify the problem and direct the team to the best solution. An effective method of consensus decision making includes developing understanding and trust as well as accepting differences of opinion among team members. Consensus decision making may include the following steps.

Step 1 Goal setting. The team determines goals to be accomplished.

Step 2 Brainstorming. This is an excellent opening step that is not threatening to the team. Ideas are presented and written down and no value judgments are made.

Step 3 Sifting. The ideas are considered, one by one, and those that are not workable are removed and discarded.

Step 4 Discussing. The remaining ideas are discussed and arguments for and against are presented. Ideas may be grouped to help facilitate agreement. Members are free to change their minds or modify original ideas to something more acceptable.

Step 5 Narrowing. The team narrows the number of ideas to the two or three best, most workable solutions.

Step 6 Best solution or course of action. The decision or solution is stated precisely and each member is asked to commit to it.

Step 7 Implementation. Team assigns tasks to be completed by each member.

Step 8 Evaluation of solution. The team analyzes the effectiveness of its course of action or solution.

d. Evaluate the Consensus Decision Making Process. An effective evaluation method for teams and team members includes the following questions.

Team.

1. Was the issue or problem presented logically and were goals set?
2. Were the merits of each idea considered?
3. Did the team look for constructive results from differing opinions?
4. Did the team narrow the ideas to the most workable alternatives?
5. Did the team avoid using conflict-reducing techniques such as individual or democratic decision making, bargaining, etc.?

Member.

1. Did the member attempt to keep the goal clear and foremost, reminding the team before a topic was discussed?
2. If agreement could not be reached, did the member move the discussion to a high level of generality and develop a general statement that was more acceptable to the team?
3. If the team was blocked or grounded, did a member change the subject?
4. If the team was at an impasse, did the member attempt to stop the discussion to reestablish the ground rules or other criteria before continuing?
5. Did the member look for the merit of an idea to reach consensus or did members change their mind to reach agreement?

Process Workbook
Activities promoting "cultivating" skills and competencies may include the following.
a. "Cave Rescue" (Francis & Young, 1979);
b. "Styles of Leadership: A Series of Role Plays" (Pfeiffer & Jones, 1975);
c. "Top Problems: A Consensus-Seeking Task" (Submitted by John J. Sherwood, Purdue University, West Lafayette, IN);
d. "Circle in the Square: A Cooperation/Competition Activity" (Submitted by Clyde E. Lee); and
e. "Consensus-Seeking: A Collection of Tasks (and Worksheets)" (Pfeiffer & Jones, 1975).

Stage IV: Creating in the Team
This is the stage where team members are working together toward the completion of the objective. Through the creative process the team will mature and create synergy.

According to British researcher Edward Matchett, creativity is aided when the person is emotionally, physically and intellectually open and in tune with one's self. When individuals share with each other, they may create synergism.

The creative process has three steps which include identifying the need or mission, recognizing the "missing ingredient," and developing, expanding and testing new ideas.

The steps of the creative process are affected by both problem solving skills and the ability to take risks. Problem solving skills are used to link the three steps of the creative process to produce positive results to encourage risk-taking that enhances the development of ideas, alternatives and possible solutions. Risk-taking is manifested through open and honest communication among the team members. If no one ever took a chance, what a dull world this would be.

Blockages to the Creative Process.
a. Unyielding Attitudes. Members are better at judging ideas of others than contributing ideas of their own. These members are often inflexible. The amount of experience gained is determined by the amount of effort expended.

b. Poor Presentation. There are times when members are not clear in presenting new ideas. Other members do not comprehend this member's ideas. They may need more information or clarification. Also, when someone is presenting an idea, they may not realize the needs of the listeners. The facilitator watches body language throughout the presentation to apprise the presenter of any gaps in understanding by the listeners. The facilitator encourages comments or asks for questions. To work effectively as a team, each individual must take the time to communicate in a positive manner with other team members. One needs to have enough time and proper environment when presenting new ideas.

c. Lack of Openness. It is quite difficult or almost impossible for a team to become strong and effective if team members are unwilling to be honest and open about themselves. Inner energy is blocked. The creative process will stop and team members will experience a lack of interdependence. Openness and trust creates strength and power.

d. Insufficient or Inadequate Techniques. Often teams are not aware or do not use the variety of strategies available to promote creativity. Three effective techniques are brainstorming, mind mapping, and why and how.

"Brainstorming" is the process of generating as many ideas as possible, later evaluating those ideas and arriving at the most workable idea (See Chapter 1, Glossary).

"Mind Mapping," also known as "wheels," "bubbling," "networking" and "webbing," is the process of arranging or organizing information in a graphic manner that allows the brain to actively comprehend patterns and key ideas, and then expand those ideas in first-, second-, third-, etc. generations, levels or consequences.

"Why and How Charting" combines brainstorming, mind mapping and adds tiers of objectives. This technique deals with statements that are general and broad, while other statements are specific and concise. It encourages the examination of all objectives.

e. Lack of Administrative Support. In general, innovation and risk-taking have not been encouraged or supported by most organizations. If one has the support and is willing to assume risks, great things will happen. The following characteristics are helpful.

1. Individuals know that they and other team members will fulfill their responsibilities.
2. Individuals are not criticized, though their ideas may be.
3. Problems are shared by team members.
4. Data or other information is used for producing results.
5. It is accepted that individuals may make mistakes.
6. Individuals develop trust in each other.

Blockages may be avoided if team individuals are aware of them. Experiencing and working through these blockages will mature teams.

Teams will be stronger, improve quality decision-making, expand individual and group energy and experience personal and collective growth.

Problem Solving Techniques.
Problem solving skills are used throughout the team process. It is critical to the team's effectiveness and output. Effective problem solving techniques will produce positive results.

It is important to have input and interaction with team members when a problem occurs. Openness and honesty are expected from team members. This communication and trust should be established by this time. Team members must listen to each other, without criticizing. Brainstorming is essential to obtain the best idea or solution. A team idea or solution is much more effective than an individual's. When the most workable, "best" idea or solution is selected, then it is time to implement the action. After the action plan is implemented, evaluation and feedback begins. Feedback is critical to the effectiveness of a team's work. Team members need to review their work, learn from their mistakes and make the necessary changes. This is a great opportunity to build from experience and become a more powerful, effective team. Everyone needs to be involved in making the problem solving process a success. One problem solving method is described below.

Step 1 Identify the Problem. State the problem in clear, concise language. List the goals to be achieved.

Step 2 Identify the Steps. List the tasks necessary for goal completion. List the responsibilities needed. Survey team members for interest areas.

Step 3 Gather Facts, Feelings and Ideas. Communicate, share and listen to team members' concerns. Discuss information pertinent to the problem.

Step 4 Generate Ideas. Clarify the problem with team members. Brainstorm ideas and solutions. List all alternatives.

Step 5 Evaluate Alternatives. Choose the most workable and "best" idea or solution using consensus decision making (See Stage III).

Step 6 Implement Action. Commit to the solution. Define the responsibilities. Describe the timeline. Enumerate the check points to follow the progress.

Step 7 Evaluate. Determine the evaluative criteria. Share feedback with team. Monitor results. Modify if needed.

Step 8 Celebrate. Recognize the personal achievements and the team accomplishments by rites and rituals.

Finally, when the team attains its goal, it may begin the problem solving cycle with a new objective or it may disband, its purpose accomplished.

Process Workbook
Activities that promote the "creating" skills and competencies of the team include the following.
a. "Effective Problem-Solving Survey" (Francis & Young, 1979);
b. "Creative Presentation" (Francis & Young, 1979);
c. "Risk Game: Competition and Team Building" (Submitted by Allen J. Schuh in Pheiffer & Jones, 1979);
d. "Creative Change" (Francis & Young, 1979); and
e. "Broken Squares: Nonverbal Problem-Solving" and "System Problems: A Diagnostic Activity" (Pfeiffer & Jones, 1979).

Conclusion
The four stages of convening, cultivating, clashing and creating in the team development process are important steps in the growth that all groups experience. When recognized, taught, modeled, adapted and accepted, these stages promote the participants' skills and advance the competencies of the group.

Chapter 8
Recycling

The writers of this study do not consider this present project concluded or finished. Many facets of it will be reworked, fine tuned and finessed before possible implementations in the fall of 1989 for the districts that were part of this project or for the writers' own educational communities.

Assuredly, it is only by having this much accomplished that we can begin to really see how far along we have come, how far the experiences of team building have taken us, and how much farther we would really like to go.

This study has described school improvement plan core teams that are inexperienced in process functioning and suggested how they may benefit from the use of the team building activities contained herein. Team building in school improvement plans can be a collaborative technique for the development of effective group work and administrative leadership skills. When teams learn commitment, enjoy collegiality and practice cooperative skills, they can effectively move the school forward as an institution. In turn, the educational policy of the building and the district is realized.

Team building is neither easy nor simple. But the rewards of its careful implementation will assist administrators and teachers in their short term and long range missions, goals and objectives. Most importantly, the use of team processes will positively impact the values and the visions that schools have and, ultimately, how students learn.

This is, of course, the responsibility all educators share.

Key Reading List

This list of titles represents the books that have been most instrumental in the Delta Team's individual and collective understanding of the issues in the fields of organizational development, diversity and pluralism, group processing, team building, human resource development, and the key drivers of change. Needless to say, these books are very highly recommended reading for individuals involved in these fields.

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Sub-section A

Quotations for Inspiration

These quotations come from many fields and disciplines, such as history and philosophy, politics and athletics, cartoons and aesthetics. These words of wisdom include proverbs, adages, aphorisms and axioms of familiar and sometimes not-so-familiar origins. The members of the team have nominated them to stir and spur, as solace, comfort, inspiration and insight, for whosoever finds themselves involved in the business and pleasure of the process of group work.

"There are many objects of great value to man which cannot be attained by unconnected individuals, but must be attained, if at all, by association." --Daniel Webster.

"The team, the team, the team." --Bo Schembechler, Athletic Director and Head Football Coach, The University of Michigan.

"In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have." --Lee Iacocca, Chrysler Chairman.

"Many hands make light work." --Proverb.

"Two [or four] heads are better than one." --Anonymous.

"Government and cooperation are in all things the laws of life; anarchy and competition the laws of death." --John Ruskin (1819-1900).

"It takes two of us to create a truth, one to utter it and one to understand it." --Kahlil Gibran.

"Yes, we must, indeed, all hang together, or, most assuredly, we shall all hang separately." --Benjamin Franklin, to John Hancock, just before the signing of the Declaration of Independence.

"A mandate for unity." --Lyndon B. Johnson, speech in Austin, Texas, November 4, 1964.

"There are no problems we cannot solve together, and very few we can solve by ourselves." --Lyndon B. Johnson, news conference, Johnson City, Texas, November 28, 1964; referring to the NATO alliance, then strained by France.

"We come to reason, not to dominate. We do not seek to have our way, but to find a common way." --Lyndon B. Johnson, speech at

Georgetown University, Washington, D. C., December 3,1964.

"If a house be divided against itself, that house cannot stand." --Bible, Mark iii, 25.

"A house divided against itself cannot stand." --Abraham Lincoln, address at the Republican state convention, Springfield, Illinois, June 16, 1858.

"All your strength is in your union,
All your danger is in discord." --Henry Wadsworth Longfellow, The Song of Hiawatha, bk. i, l. 113.

"There is so much good in the worst of us,
And so much bad in the best of us,
That it hardly becomes any of us
To talk about the rest of us."
--Edward Wallace Hoch, Good and Bad.

"Who except the gods can live time through forever without any pain?"
--Aeschylus, Prometheus Bound.

"Adversity is the first path to truth." --Lord Byron, Don Juan.

"You can't have more bedbugs than a blanket-ful." --Anonymous, Spanish proverb.

"[When bad men combine,] the good must associate; else they will fall, one by one, an unpitied sacrifice in a contemptible struggle." --Edmund Burke, Thoughts on the Cause of the Present Discontents.

"All for one, one for all." --Alexandre Dumas, The Three Musketeers.

"United we stand, divided we fall." --Aesop, The Four Oxen and the Lion.

"Union gives strength." --Aesop, The Bundle of Sticks.

"There are only two forces that unite men--fear and interest." --Napoleon Bonaparte, Maxims.

"We have to believe in each other in advance of the evidence."
--Anonymous.

"The well-run group is not a battlefield of egos. Of course there will be conflict, but these energies become creative forces. If the leader loses sight of how things happen, quarrels and fear devastate the group. This is a matter of attitude. There is nothing to win or lose in group work. Making a point does not shed light on what is happening. Wanting to be right blinds people. The wise leader knows that it is far more important to be content with what is actually happening than to get upset over what might be happening but isn't." --The Tao of Leadership.

"The greatest thing in this world is not so much where we are, but in what direction we are moving." --Oliver Wendell Holmes.

"All glory comes from daring to begin." --Eugene F. Ware, American poet and lawyer.

"People seldom improve when they have no other model but themselves to copy after." --Goldsmith.

"Unless you try to do something beyond what you have already mastered, you will never grow." --Ronald E. Osborn.

"A journey of a thousand miles begins with a single step." --Traditional.

"Failure is the opportunity to begin again more intelligently." --Henry Ford.

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives." --Willa A Foster.

"The will to win is worth nothing unless you have the will to prepare." --Unknown.

"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather it is a lack of will." --Vincent T. Lombardi.

"One [person] with courage makes a majority." --Andrew Jackson.

"Obstacles are those frightful things you see when you take your eyes off your goals." --Traditional.

"In golf and in life, it's the follow through that makes the difference." --Popular.

"The worst bankrupt in the world is the person who has lost his enthusiasm." --H. W. Arnold.

"All worthwhile men have good thoughts, good ideas and good intentions--but precious few of them ever translate those into action." --John Hancock Field.

"One hour of life, crowded to the full with glorious action, and filled with noble risks, is worth whole years of those mean observances of paltry decorum, in which men steal through existence, like sluggish waters through a marsh, without either honour or observation." --Sir Walter Scott.

"There is something that is much more scarce, something rarer than ability. It is the ability to recognize ability." --Robert Half.

"Some men see things as they are and say, 'Why?' I dream things that never were and say 'Why not?'" --George Bernard Shaw.

"What if...?" --Hewlett-Packard, recent advertising campaign.

"It is one of the most beautiful compensations of this life that no [person] can sincerely try to help another without helping himself." --Ralph Waldo Emerson.

"The highest reward for a person's toil is not what they get for you, but what they become by it." --John Ruskin.

"Do not follow where the path may lead. Go instead where there is no path and leave a trail." --Traditional.

"There is one thing stronger than all the armies in the world, and that is an Idea whose time has come." --Victor Hugo.

"Accept the challenges, so that you may feel the exhilaration of victory." --General George S. Patton.

"The future belongs to those who believe in the beauty of their dreams." --Eleanor Roosevelt.

"Happiness lies in the joy of achievement and the thrill of creative effort." --Franklin Roosevelt.

"Man's mind, once stretched by a new idea, never regains its original dimensions." --Oliver Wendell Holmes.

"Destiny is not a matter of chance, it is a matter of choice." --Anonymous.

"Small opportunities are often the beginning of great enterprises." --Demonsthenes.

"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor." --Vincent T. Lombardi.

"Teamwork is essential... it allows you to blame someone else." --Arthur

Bloch, popular calendar, 1987.

"In any dealings with a collective body of people, the people will always be more tacky than originally expected." --Arthur Bloch, popular calendar, 1987.

"If you do not think about the future, you cannot have one." --John Galsworthy.

"To take a step into the future, we need to shift our weight to the opposite foot." --William Irwin Thompson.

"The art of progress is to preserve order amid change and to preserve change amid order." --Alfred North Whitehead.

"Futurists have a tantalizing way of describing the year 2001 as though being there has little to do with getting there. The future simply arrives full blown. But it is the succession of days and years between now and then that will determine what life will be like. Decisions made and not made will shape the schools of tomorrow." --John I. Goodlad, A Place Called School.

"The Chinese have a word for 'crisis' which consists of two characters: one represents 'danger' and the other 'hidden opportunity.'" --M. Scott Peck, The Different Drum: Community Making and Peace, 1987.

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Data Bases and Electronic Networks

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CONFER, The University of Michigan, School of Education, Ann Arbor, MI 48104. Tel. (313) 764-7569. Contact: Joan McCoy.

DIALOG Information Retrieval Service of Lookheed Missles and Space Company, Marketing Department, 3460 Hillview Avenue, Palo Alto, CA 94304. Tel. (800) 227-1727.

Defense Documentation Center, Defense Supply Agency, Cameron Station, Alexandria, VA 22314.

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Michigan Association of Middle School Educators (MAMSE), Michigan State University, College of Education, 419 Erikson Hall, East Lansing, MI 48824. Tel. (313) 353-5461.

Michigan Department of Education, Michigan State Board of Education, P. O. Box 30008, Lansing, MI 48909. Office of Public Affairs, Tel. (517) 373-7802.

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Appendix A
About the Authors
(In alphabetical order)

David J. Beiter. Ed. S., is assistant principal at Lake Orion Middle School for the Lake Orion Community School District in Lake Orion, Michigan.

Sharon L. Billiau, Ed. S., is principal of Dryden Elementary School in Dryden, Michigan.

Janis M. Clark, Ed. S., has been a sixth grade vocal and instrumental music teacher at Marysville Elementary School in Marysville, Michigan.

Clifford Andrew Cyplik, Ed. S., is a language arts teacher at Boulan Park Middle School for the Troy School District in Troy, Michigan.

Gretchen Ann Emerson, Ed. S., is the elementary media center coordinator for the Mount Clemens Community School District in Mount Clemens, Michigan.

Lois A. Haskell, Ed. S., is a counselor for Mount Clemens Adult and Community Education for Mount Clemens Community Schools in Mount Clemens, Michigan.

Cheryl K. Krysiak, Ed. S., is a social studies teacher at Mount Clemens High School in Mount Clemens, Michigan.

Jeanne A. McIntyre, Ed. S., is principal of Roosevelt Elementary School for the School District of the City of Ferndale.

Sharon A. Ryman, Ed. S., is counselor/facilitator for Van Dyke Public Schools at Adult and Community Education in Warren, Michigan.

Deborah Allen Stout, Ed. S., is a counselor and department chairperson at Brandon High School in the Brandon School District in Ortonville, Michigan.

Ann Celine Wydeven, Ed. S., is principal of Auburn Elementary School for the Avondale School District in Auburn Hills, Michigan.

Judith D. Zimmerman, Ed. S., has been the gifted coordinator for Mount Clemens Community Schools in Mount Clemens, Michigan.

Appendix B
Project Endorsements

The following correspondence was received by members of the team. These letters describe the perceived need for a study such as the one the team undertook herein. We hope we have approached the level of professionalism that these letter-writers have already given to the field. We thank them for their encouragement.

National Center for Effective Schools Research and Development

Lawrence W. Lezotte
Director

June 7, 1989

Ms. Ann Celine Wydeven
Principal
Auburn Elementary School
2900 Waukegan
Auburn Hills, Michigan 48057

Dear Ann Celine:

Thank you for your letter and thesis proposal dated May 10, 1989. I am sorry for the delay in responding, but I've been on a runt the last month or so. I hope my comments will still be useful to you.

First, I want to, once again, encourage you to pursue this line of inquiry. We need more studies designed to inform these important questions. Everybody is running around advocating teacher empowerment, but no one seems to be willing to take the time to ask the question of what form it ought to take and under what conditions is it likely to work best. Your thesis could shed some light on these and other questions.

Second, I can't really offer too much feedback on your outline alone. What is presented seems to make sense. The hypothesis is clear and the outline doesn't allow me to know yet how you plan to test the hypothesis. I would suggest that you concentrate on operationally defining the following terms in the hypothesis:

> What criteria will you use to assess whether a plan is effective and efficient? In other words, what evidence would you expect to see when the hypothesis is found to be true?

Please feel free to call on me if you believe I can be of assistance to you as you move forward with your research. Good luck.

Respectfully,

Lawrence W. Lezotte

Lawrence W. Lezotte, Ph.D.
Director

LWL: kmm

2199 Jolly Road, Suite 160 Okemos, Michigan 48864 (517) 349-8841

National Center for Effective Schools Research and Development

Lawrence W. Lezotte
Director

June 20, 1989

Ms. Ann Celine Wydeven
Principal
Auburn Elementary School
2900 Waukegan
Auburn Hills, Michigan 48057

Dear Ann Celine:

Thank you for your letter of June 7th inquiring about my beliefs regarding the importance of teams and team building in the larger context of school improvement. I hope these few thoughts will serve to clarify my position.

First, if school improvement is going to occur in the United States, it is going to occur school-by-school and one school at a time. State mandates not withstanding, if school improvement is going to occur it must come from within the school and be made to happen by the men and women who work in the school. If school improvement is going to rise above the level of "technical tinkering," it will require a consensus and commitment from the staff of the school. To empower such organizational change and tap the needed energy to bring it about people need to be committed and to assure commitment you need involvement and this requires that the staff act as a unit rather than independent, autonomous professionals. To achieve these energized states, people need to be trained to work as a team - a group - a teaching learning community.

I believe that formal preparation in the collegial collaboration processes just described are not inborn but must be learned. Teachers are not taught such behaviors in their training programs, and therefore, the school district must teach them.

I hope you will find the support you need for the collaborative processes of school improvement.

Respectfully,

Lawrence W. Lezotte

Lawrence W. Lezotte, Ph.D.
Director

LWL: kmm

2199 Jolly Road, Suite 160 Okemos, Michigan 48864 (517) 349-8841

Oakland Schools
2100 Pontiac Lake Road, Pontiac, Michigan 48054 • Phone [illegible] • Fax [illegible]

June 13, 1989

Ann Celine Wydeven
Avondale School District
Auburn Elementary School
2900 Waukegan
Auburn Hills, MI 48057

Dear Ann:

As per our conversation, I'd like to state my encouragement to you and your colleagues regarding the development of "Team Building Model" for school improvement.

Team building skill development is a new concept in planning as well as operating better schools and organizations. A review of both undergraduate and graduate curriculums for educators suggests that both teachers and administrators do not have the in-depth skill training in these areas necessary to develop effective change and school improvement strategies.

In summary, it is my feeling that any advanced study and development of a group or team development process would be beneficial to all educators and all those who seek to improve and develop better organizations.

Sincerely,

Michael Bugenski
Consultant for Planning
Educational Leadership

MB/vg

Oakland Schools
2100 Pontiac Lake Road, Pontiac, Michigan 48064 • Phone [illegible] • Fax [illegible]

June 14, 1989

Ms. Ann Celine Wydeven
Principal
Auburn Elementary School
2900 Waukegan
Auburn Hills, MI 48057

Dear Ms. Wydeven:

Oakland Schools, as an institution, has been providing school improvement planning support to school districts since 1984. As we consult with school improvement planning teams, a need that most teams voice is the identification of effective team leadership skills. In the typical educator's training background, team building skills are lacking. Your development of a model that could be used by educational teams would assist teams as they work with their staff to improve schools.

I would like to know of the model you develop.

Sincerely,

Carolyn Gilbreath, Ph.D.

Carolyn Gilbreath
School Program Services

CG/pcr

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

33500 Van Born Road • Wayne, MI 48184 • (313) 467-1300

June 15, 1989

Ms. Ann Celine Wydeven, Principal
Auburn Elementary School
2900 Waukegan
Auburn Hills, MI 48057

Dear Ann:

Thank you for the opportunity to express my support for the importance of a team building model. I'm sure you've done enough reading to know that many of the reform reports have called for the restructuring of education and teacher empowerment. The belief is that we have to move away from a top down management system to a more participatory approach. In order to achieve this, it is essential that schools adopt team building models.

I have been working with schools for the last fifteen years to help them bring about change. It has been my experience that when a staff is involved in the planning, implementation and evaluation of a proposed change, the more likely it is to be successful. They develop a sense of ownership and responsibility for the change and a cohesiveness based on a shared vision. I believe we need to develop a variety of ways to involve staff (both professional and support) in the decision making process.

Sincerely,

Karen

Karen P. Roth, Ph.D.
Director, IMPACT Center

KPR/dg

BOARD OF EDUCATION • *Charles D. Akey* • *Boyd W. Arthurs* • *Armen Bartamian* • *Mary E. Blackmon* • *Kathleen M. Chorbagian* • **William Simmons, Superintendent**

Appendix C

Delta Team Self Analysis

The following instruments were used to determine the Delta Team members' personality types and learning styles. The Learning Style Inventory, developed by David A. Kolb, was self administered. The Myers-Briggs Type Indicator was administered and interpreted by Dr. Jack T. Wilson of Oakland University. Additional information was obtained from People Types and Tiger Stripes: A Practical Guide to Learning Styles by Gordon Lawrence. The Gregorc Style Delineator matrix, developed by Anthony F. Gregorc, was self administered and interpreted by team members.

Learning Style Inventory

After Delta Team members took the Learning Style Inventory, the following information was gleaned and these premises were developed.

Four team members were identified as "accomodators." Their strongest characteristics include the ability to accomplish tasks, their adaptability to changing situations, their broad range of interests and their positive orientation toward people. The "accomodators" were helpful in gaining group commitment to goals, starting the problem solving process, maintaining positive interpersonal relationships, promoting exploration of ideas and implementing plans.

Four team members were identified as "divergers." They were the imaginative idea generators, having a "people orientation" rather than a "thing orientation." The "divergers" assisted the group process by collecting information, keeping team members aware of their own feelings within and toward the group, using their creative abilities to generate ideas, and identifying problems and opportunities.

Three team members were characterized as "assimilators." They helped the team create balance by being less emotional and more "content oriented," were patient and reflective, synthesized data, and created hypotheses. The "assimilators" worked to specifically define the tasks at hand, formulate models, plan procedures for implementation and design evaluation strategies.

Only one team member was identified as a "converger." The converger's strengths lie in practical application of ideas, focusing on tasks and using deductive reasoning. This "lone ranger" had the important task of helping the team set priorities, design the project, interpret all of the team's output and making project directed decisions. Two-thirds of the team members were "people oriented," and one-third of the team members were "thing oriented." Seven of the team members tended toward "passive reflection" and five team members were more actively involved in "doing." That is, they were "risk takers." In one sense, the team as a whole appears unbalanced. There were not three individual members in each quadrant, thereby providing backup and support within each learning style and work to be accomplished. However, the feeling of the team was, and it was unsupported by fact or research, that these team divisions are reflective of the distributions of these styles in society in general (See Figures E.4A-F).

The Myers-Briggs Type Indicator

The Delta Team members took The Myers-Briggs Type Indicator inventory (1962) in September of 1987. The following is a list of the thirteen original team members, in alphabetical order, and their types.

Individual	Myers-Briggs Type
David Beiter	ENTJ
Sharon Billiau	INTJ
Janis Clark	INFJ
Clifford Cyplik	INTJ
Gretchen Emerson	ISTJ
Lois Haskell	ENTP
Cheryl Krysiak	ENFJ
Jeanne McIntyre	ESTJ
Margaret Phillips	ENTJ
Sharon Ryman	ESTP
Deborah Stout	ENTJ
Ann Celine Wydeven	INFJ
Judy Zimmerman	ENFJ

(See Figures E.5A, E.5B, and E.5C).

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Team Process and S.I.P.

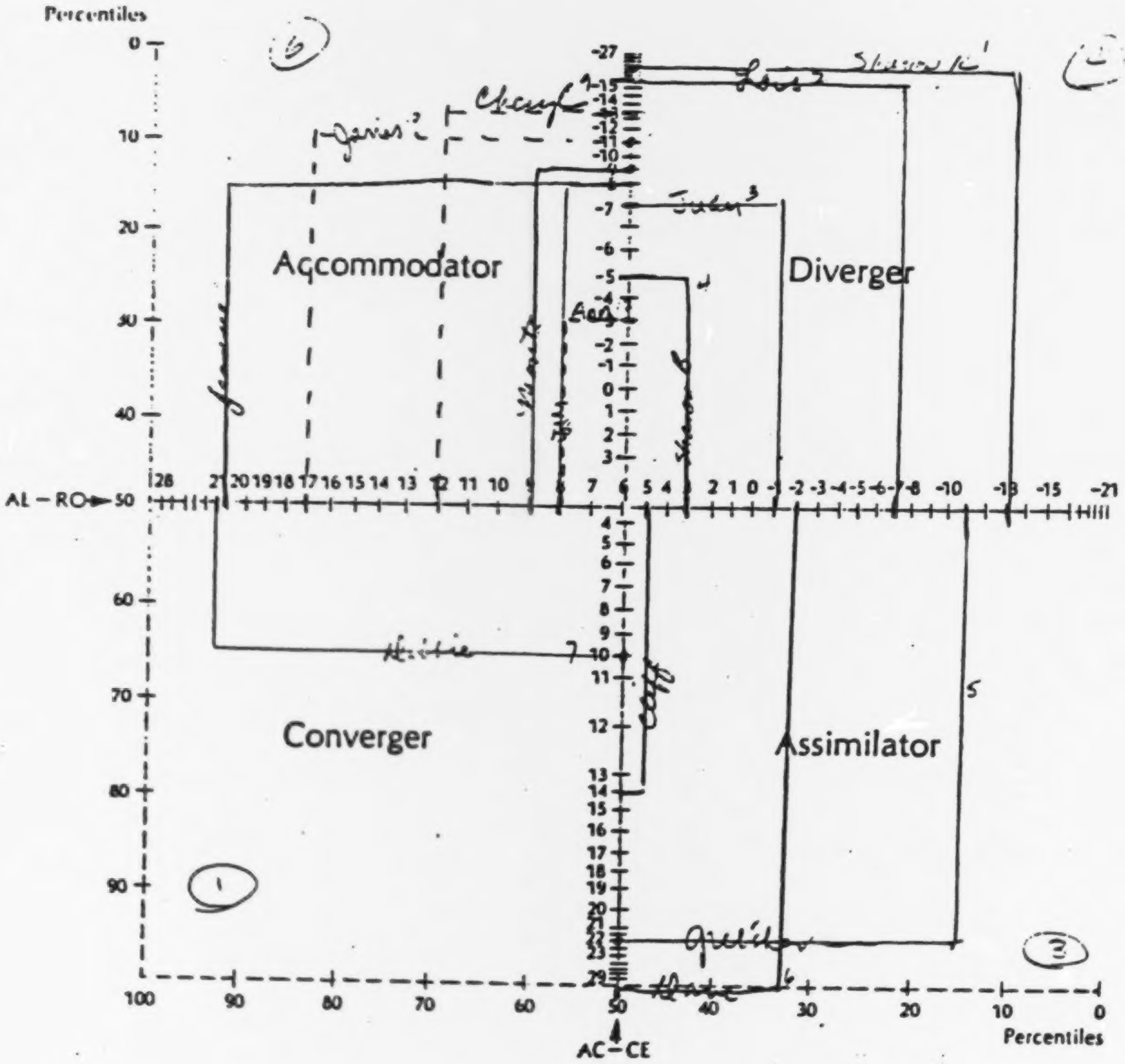

Figure E. 4F

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Revised 1985
Published by McBer and Company

CHARACTERISTICS FREQUENTLY

SENSING TYPES

		WITH THINKING	WITH FEELING
INTROVERTS	JUDGING	**ISTJ** Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions. Live their outer life more with thinking, inner more with sensing.	**ISFJ** Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are not often technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel. Live their outer life more with feeling, inner more with sensing.
	PERCEPTIVE	**ISTP** Cool onlookers, quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, or how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient. Live their outer life more with sensing, inner more with thinking.	**ISFP** Retiring, quietly friendly, sensitive, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. May be rather relaxed about assignments or getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion. Live their outer life more with sensing, inner more with feeling.
EXTRAVERTS	PERCEPTIVE	**ESTP** Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Adaptable, tolerant generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put back together. Live their outer life more with sensing, inner more with thinking.	**ESFP** Outgoing, easygoing, accepting, friendly, fond of a good time. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things. Live their outer life more with sensing, inner more with feeling.
	JUDGING	**ESTJ** Practical realists, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. Tend to run things well, especially if they remember to consider other people's feelings and points of view when making their decisions. Live their outer life more with thinking, inner more with sensing.	**ESFJ** Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Always doing something nice for someone. Work best with plenty of encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives. Live their outer life more with feeling, inner more with sensing.

Figure E. 5A

ASSOCIATED WITH EACH TYPE

INTUITIVES

WITH FEELING	WITH THINKING	
INFJ Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good. Live their outer life more with feeling, inner more with intuition.	**INTJ** Have original minds and great drive which they use only for their own purposes. In fields that appeal to them they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important. Live their outer life more with thinking, inner more with intuition.	INTROVERTS JUDGING
INFP Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Apt to be on yearbook staff, perhaps as editor. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable or notice much. Live their outer life more with intuition, inner more with feeling.	**INTP** Quiet, reserved, impersonal. Especially enjoy theoretical or scientific subjects. Logical to the point of hair-splitting. Interested mainly in ideas, with little liking for parties or small talk. Tend to have very sharply defined interests. Need to choose careers where some strong interest of theirs can be used and useful. Live their outer life more with intuition, inner more with thinking.	PERCEPTIVE
ENFP Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can always find compelling reasons for whatever they want. Live their outer life more with intuition, inner more with feeling.	**ENTP** Quick, ingenious, good at many things. Stimulating company, alert and outspoken, argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Turn to one new interest after another. Can always find logical reasons for whatever they want. Live their outer life more with intuition, inner more with thinking.	EXTRAVERTS PERCEPTIVE
ENFJ Responsive and responsible. Feel real concern for what others think and want, and try to handle things with due regard for other people's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism. Live their outer life more with feeling, inner more with intuition.	**ENTJ** Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are well-informed and keep adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants. Live their outer life more with thinking, inner more with intuition.	JUDGING

Figure E. 5B

Appendix D
Glossary

The following vocabulary is used throughout the project. It decribes the terminology that is essential to the art and science of change, group process, team building and human resource development. Much of it will be familiar to readers. However, some new, interesting and intriguing connotations have developed as the jargons of business, industry, psychology and education mix and meld in these interrelated and interdependent disciplines. The Glossary is presented here in Chapter 1 because its contents contain operational definitions, meanings and important understandings to the study.

Agenda Anticipated schedule of a meeting; also, the hidden, covert objectives of an individual or group.
Accountable Answerable, explainable; group or team members are willing to assume responsibility; in education, school personnel take on the responsibility for educating all students and teachers participate in how it is to be done and how it will be measured.
Action Memorandum A highly-stylized, one-page form of communication concisely outlining a proposal's present situation, objectives, concerns and possibilities in such a way so as to impact the reader or gatekeeper, suggest strong direction and assure follow up.
Action Research "A recent term having different perspectives, French and Bell (1989) define it as a process of collecting research data about an ongoing system, such as school improvement plans, relative to some objective goal or need of the system; feeding this data back to the system based on both the data and the hypothesis; and evaluating the results of actions by collecting more data. It is an approach to problem solving that can be incorporated into an organization's human resource management and development. It is a form of fact-finding and experimentation that is ongoing and can be integrated into the action learning behaviors. It is a synergystic effort that requires the collaboration of managers and workers as well as internal and external resource persons. It is pragmatic in that it seeks solutions that improve decisions, increase performance, and alter the status quo" (Harris,1989).
Body Language Non-verbal communication; cues and clues to a person's attitude, role, level of involvement, etc. that include posture, seating arrangements, demeanor, facial expressions, and the like.
Brainstorming A process technique used in and by groups and teams to generate ideas in a free-wheeling yet controlled and nonjudgmental manner by "deferring opinions," "opting for the unusual," obtaining a "vast number of ideas" and "elaborating ideas" or suggestions, a.k.a. DOVE; or by another popular seven-step technique of substituting, combining, maximizing or minimizing, positioning, eliminating or reducing of ideas, a.k.a. SCAMPER.
Celebration Individuals and groups are honored on occasions of

personal and team achievement through planned events that help them mark and enjoy accomplishments; recognition.

Climate As a new team begins to develop, its informal rules quickly become established and influence the group's moment-to-moment events. Although the guidelines within which the group operates rarely are written down, they are well understood. After a while, these become habitual and are transferred to new team members. The amalgam of traditions, habits, relationships, practices, rules, beliefs and attitudes that become characteristic of a group are called its climate (Francis & Young, 1979). As these same characteristics develop in a larger organization, it becomes a culture which transforms the organization into an "institution" (Peters & Waterman, 1982).

Collaboration The act or process of working together; to form a cooperative team responsible for driving, sustaining, and evaluating group work, tasks, school improvement efforts, etc.

Collaborative School Improvement Process or **C-SIP** A building level school improvement model disseminated by Eastern Michigan University, Monroe Intermediate School District, Washtenaw Intermediate School District, Wayne County Intermediate School District and Wayne State University. This model is based on the proposition that the building is the largest single unit in which change for the improvement of student outcomes can occur. It is an uncomplicated, straight-forward problem solving system which provides for an interface between theory, research, and scientific data on the one hand, and knowledge and understanding of the educational setting on the other. What distinguishes the C-SIP process from the traditional school improvement systems is the equity given to teachers as equal stakeholders in school improvement (Poinsett,1989).

Commitment Requires attention and time from team members. Team membership involves an element of sacrifice because each of them gives up some autonomy and self-interest. Inevitably, conflicts arise between the interests of the team and the individuals who comprise it. The growth of commitment is a very important phase in the maturation of a team; and it often is more a matter of feeling than logic. Committed team members feel that the goals and output of the team are worthwhile and personally satisfying and they are prepared, even eager, to put themselves out for the team (Francis & Young,1979).

Committee A body of persons usually eight to twelve or larger, delegated to consider, investigate, take action on or report on some matter (Webster's,1979).

Communication Person to person exchange of ideas, information, and experiences (Webster's,1979).

Community More than an association, class, order, or society, community means common fellowship of or shared possession, ownership and enjoyment; a group of people who shared character and integrity bond them together in nature and polity (Webster's,1975).

Compromise To come to an agreement by mutual concession

(Webter's,1979); the giving up, conceeding, sacrificing or trading away of interests or proposals in order to gain or achieve what is politically perceived as more expedient.

Consensus Is a decision hammered out by permitting all participants to have a say. After discussion, give and take, and compromise have occured, consensus is reached when people honestly can say, "This is a sound decision. It is one that I am willing to support and implement. It is not exactly what I personally want, but given the range of opinions, the time factor, and the kinds of personalities involved, it is a good, working decision" (Dyer,1987).

Consultant, Team Development An expert in human resource development concerned with helping teams identify blockages to effective working; diagnose what is going on inside the team and the causes of blockages; assists teams to recognize, confront, and work through the problems themselves; set team development objectives; and chart their own progress (Francis & Young,1979).

Confrontation Rather than a negative issue, it is a positive tension from which the team learns to deal with conflict directed toward people and/or issues leading to the dissipation of incapacitiatin differences and clarify problemmatic areas.

Conflict Resolution The process by which individuals and groups face up to and deal with debilitating beliefs and behaviors.

Cooperation Exists when team members are generous with each other with respect to their time, knowledge, and other forms of assistance.

Cooperative Learning A term that refers to instructional methods in which students of or at all performance levels work together in small groups toward a common goal. The essential feature of cooperative learning is that the success of one student helps other students to become successful (Johnson, D. W. & Johnson, R. T., 1989, 1987, 1984; Slavin, 1983).

Critical Mass More than having a quorum or gaining an agreement, it is the considered consensus of a critical body of persons within an organization or institution to adopt a philosophy or mission or to engage in an activity.

Cross Functional Teams Groups, such as committees, task forces, management pools, quality circles, school improvement plan core teams and the like, which work on complex issues requiring a range of knowledge and experience not normally found in any one job classification or department (Contemporary Learning Systems,1988).

Culture The integrated pattern of human behavior that includes thought, speech, action, and artifacts and depends on [peoples'] capacity for learning and transmitting knowledge to succeeding generations (Webster's, 1975); of business: "the way we do things around here" that expresses an institution's mission and values (Peters & Waterman,1982); the highest expression of the development of climate.

Debriefing Regularly scheduled and strictly adherred to times and opportunities to process group work, personal feelings, etc.; such a process can be used to reemphasize decisions previously made, deal with confrontation, facilitate conflict resolution, etc.

The Delphi Process From Delphi, a city in ancient Greece or the oracle of Apollo there; and derived from "oracular, obscure in meaning, ambiguous" (Webster's,1975). An investigative, futuring and group technique employing the projective powers of experts in single or cross-representative fields, specialties or interest areas; participants are asked to ruminate about the underlying assumptions, possible implications, potential outcomes, etc. in a given scenario. Rather than face-to-face meetings such as committees, discussion is carried on through correspondence that may take weeks or months, thus affording the participants an unusual luxury of time to independently think, conjecture and even play with the proposed ideas. Their correspondence is coordinated, collated and disseminated amongst the writers through two, three or more rounds for elaborated input and a concentration of speculations that aims to make the ambiguous less so and to achieve concensus among the specialists involved in the process. This work may serve as background for an organization to asisst it in decision making and especially in strategic policy formulation.

Detroit Effective Schools Even though Detroit Public Schools has had mandatory school improvement planning since the early 1980's, the actual implementation of school improvement at the building level needed more focus on student outcomes. Twelve schools in Detroit volunteered to revisit school improvement and make it a reality for students and teachers of these schools. This effort is supported by the MDE school improvement grant program (Michigan Department of Education,1989).

Discussion Skills Are competencies that include active listening, paraphrasing, brainstorming, higher level thinking skills, interpersonal relations, etc. that when taught, modeled, practiced and employed advance group effectiveness.

Diversity The variety of special talents, different backgrounds and experiences, varied strengths and unique ideas that are intended to work in both complementary and supplementary fashions in a team setting.

Effective Staff Development Includes a concert of factors, among them may be the following (Dillon-Petersen,1981): Long-term commitment to an articulated program enabling team members to proceed in an orderly way from awareness and orientation through indepth exposure to integrated practice; Meaningful involvement of those who are to be "developed" in the needs assessment and planning; Active participation and support as well as verbal commitment of key central office administrators and principals to the staff development effort; Development of an in-house cadre of knowledgeable leaders who can carry on the training once the expert has departed; Sufficient numbers of staff members voluntarily involved in the learning to provide an adequate support system to maintain the change long enough for it to be institutionalized; Inclusion of immediate application possibilities in the training program; and Adequate economic support, particularly to provide time for the sustained effort needed.

Effective Teams Team members demonstrating the ability, skills and willingness to agree on common goals and exhibit interdependence regarding the successful accomplishment of those goals. Effective teams are creative and can envision possibilities; they are risk-takers, willing to try different ways of reaching a goal; they are persistent and committed. Specifically, effective school improvement teams must have the support of boards and central office personnel, as well as a principal committed to school improvement. Effective teams must be representative of the group, understand their roles and responsibilities, and be optimistic as they work to accomplish tasks and to maintain relationships (Fouts,1988).

Empowered Individuals Are active in their organizations; they can make a significant difference; they learn and grow on the job; they are part of a community with a shared purpose (Chippewa Valley School District, 1989).

Empowered Staff Find opportunities to work jointly on important challenges by engaging in active problem solving and resolution; they may emerge into a community (Chippewa Valley School District, 1989).

Empowerment Generally acknowledged as the process of providing people with the opportunity, information, support, time, skills and the necessary resources which will enable them to have the performing capabilities to change their situations (Chippewa Valley School District,1989).

Equity The state of being just, impartial and fair; of education: where all students of the school learn the standard curriculum and their growth does not vary across any subset of the population.

Futuring An anticipatory art and science involving the communications and contributions of interrelated and interdependent disciplines, fields and interests in strategic planning.

Gatekeeper An organizational role; an individual such as a manager, supervisor, administrator, executive, etc. who influences others, controls finances and the like, who must in turn be successfully accessed by group or team process in the awareness building, planning, implementation, manintenance and evaluation of the responsibilities assigned to them.

Ground Rules A team's mutually agreed upon and often unwritten code of operational procedures.

Institution A successful organization with values and vision, a strong, vibrant culture, and the wherewithal to sustain both short term operations and strategic endeavors (Peters and Waterman,1982).

Intraprenuering As opposed to entraprenuering, is the practice of working independently within the organization to bolster personal, personnel and professional gains and career achievements, rather than seeking those outside of it (Lee & Zemke,1985).

Leadership The position or quality by which strength of character and integrity motivates participants in an activity; the style of a symbolic, pivotal "hero" personifying an organization's values and strong culture dramatically, so that the ideals of success lie within human capacity (Peters & Waterman,1982).

Leadership for School Improvement Program or **L-SIP** A three-year school improvement project focusing on the leadership skills necessary to implement the effective schools research. Six member teams headed by the superintendent from each participating district are trained in leadership skills necessary for district supported, building based school improvement. An outcome of this project is a district plan for school improvement. Skills in development, communication, implementation and sustaining the district's vision are also refined. This federal project is directed by David Kahn, Michigan Institute for Educational Management; the program director is Lawrence Lezotte. Thirty-seven Michigan school districts participated in this project during 1987-88 and approximately thirty-five participated during the 1988-89 school year (Michigan Department of Education,1989).

Manager The position or quality of one who has the conduct of direction, usually with economy and frugality; skilled in contriving, planning intriguing, manipulating and/or manuevering so as to accomplish a purpose (Webster's,1975).

MDE School Improvement Grants During the 1987-88 school year, eighteen discretionary grants were awarded to schools, school districts and intermediate districts throughout Michigan. Grant awards ranged from $4,000 to $60,000 and totaled $211,739. These competitive grants varied in their scope and objectives. One grant was awarded to serve the entire Michigan Upper Peninsula while others served one school or one district. Each grantee was charged with planning and developing school improvement plans that were based on student outcomes. The Michigan School Network, ten elementary schools networking around issues related to school improvement planning, is one example of this grant program. It is a cooperative grant through the Michigan Association of Supervision and Curriculum Development, the Michigan Elementary and Middle School Principals Association and the Michigan Department of Education. During the 1988-89 school year, it is anticipated that grants for school improvement will be awarded under the category, Educational Innovation Grants, Discretionary Programs (Michigan Department of Education,1989).

Michigan Accreditation Program or **MAP** Provides a set of standards which assures the community that the essential elements for a quality education are in place. Included in the standards are requirements for a self-study; external visitation; the review of other cognitive, affective and school climate measures; determination of desired student outcomes in these areas; and the development of a three to five-year school improvement plan to achieve the desired student outcomes. MAP is on a six-year cycle; the school improvement plan that serves as a base for improvement is monitored at least annually; and it is revised if necessary. This document also serves as a basis of growth for the next self-study. The process is building-based and is designed to empower teachers to develop a program which better serves the students of the school (Michigan Department of Education,1989).

Middle Cities (FIPSE and Kellogg) This professional organization has been a leader in Michigan school improvement activities for several years. Currently, it offers to schools in its membership a three-year project concentrating on the school improvement/effective schools model. Lawrence Lezotte has played an active role in these programs in Michigan. One Middle Cities Effective Schools project is supported by federal funds (FIPSE); another is supported by a grant from the W. K. Kellogg Foundation (Michigan Department of Education,1989).

Mission The business with which a body of persons is charged; a concise and lucid statement of long range outcomes of what the organization, institution, school, etc. is striving to become; short term and long range strategic plans are derived from it; policy.

Networking The act and process of empowered individuals in arranging associations at various levels with relationships at regular intervals, open for the possibilities of increased communications and potential actions.

Organization Any unified, consolidated group of participants; a systematized whole; especially, a body of persons organized for some specific purpose, as a club, union, or society (Webster's, 1975); lacks the climate, culture, values and vision of an institution.

Outcome Driven Developmental Model or **ODDM**
Comprehensive school improvement program which aims "to equip all students with the competencies, knowledge and orientations that enable them to lead successful lives following their schooling experiences" (Outcomes,1987, September). Their school staff is committed to aligning the district and school resources for a common set of student outcomes. The mastery model is best known in Johnson City, a small district in New York. In Michigan, there are three districts working with the ODDM model (Michigan Department of Education,1989).

Outlier From geology, a mass of rock at some distance from the main formation as a result of the wearing away of the intermediate rock; from statistical methods, a singular piece of datum that exists, dwells or is otherwise obviously set off from or separated from the main body or the expected place of the data for any number of reasons; in a group, a person who is excluded, or excludes him/herself from some activity or complete participation; a disassociated member; outlaw; alien.

Ownership The condition or fact of having a significant interest or claim to a work or an activity by having invested time and/or energy in it.

Paradigm A pattern, example or model (Webster's, 1975); a four-part scheme employing triangles, boxes, circles or other geometric figures that breaks down a larger, more complex idea into manageable sections;

for example, S.W.O.P. or S.E.P.T.
Participant One who takes part or shares in any action (Webster's,1979).
People Oriented A leadership philosophy, attitude and process emphasizing by thought, speech, action and behavior the personalities, needs, feelings, etc. of participants in a group, team or institution.
Perceptions Insights, evaluations, discrepencies, difficulties, etc. that group members may have in understanding their situations or the people they work with.
Pluralism From philosophy, the theory that reality is composed of a multiplicity of ultimate beings, principles, or substances; of groups, the belief that individuals of various backgrounds and strengths contribute to the efforts at hand; see diversity, and synergy. **Polity** The form, constitution, system, structure, or fundamental and recognized principles of government of any political body or other organization; the polity in or of a civil or ecclesiastical unit; art; management.
Processing The development by active questioning, debate and discussion of the feelings and reactions of team members to group work; the analysis of a whole effort that leads to an understanding of the work.
Protectionism The act of explaining, deferring to or isolating for various reasons an individual or group member from the rest of the team, often time considered a blockage to group communication or an avoidance response from the parties involved.
Quality The degree, reward or grade of excellence in production science.
Recognition The act and process of team members taking the time to let others know that they are valued, that their work is good, and that their efforts are appreciated; a.k.a. "stroking"; also, the celebration a team perdiodically enjoys to mark milestones in task accomplishment(s).
Roles: Individual, Group, Maintenance The roles that participants have in group situations may be one of three categories. Among them may be the following.
Facilitation Roles
The historian/recorder develops history of group thought, does notetaking and keeps minutes.
The information-gatherer asks the questions, seeking information that insures important facts are not overlooked.
The clarifier synthesizes, refines and clarifies information and ideas.
The elaborator expands information or ideas to help the group's output increase greater than by the sum of its parts.
The information-giver shares all of the data for the sole purpose of helping the team complete its task.
The manager/coordinator looks for patterns and generally brings together information, ideas and people.
The tester/checker raises questions to determine if a plan, decision or solution is practical.
Maintenance Roles

The tension reliever uses a variety of verbal skills to break tense times or block negative comments or feelings.
The harmonizer mediates the differences of opinion between members; finds a common ground.
The supporter encourages others appropriately and cheers on the team; values others' ideas.
The energizer keeps communications open and positive; helps build the synergy of the team.
The standard-setter articulates and models "ideal" values and norms for the group.
Blocking Roles
The criticizer disagrees with others excessively and deflates feelings of others; has negative comments for everything.
The loner does not actively participate; converses privately; chooses not to offer suggestions or ideas.
The star talks excessively about self; boasts or draws attention to self; believes own ideas are the only useful ones.
The digresser uses every opportunity to take the group off task; uses personal stories to emphasize points or questions topics or ideas to the extreme.
The dominator tries to assert authority or superiority in manipulating the group or certain members of the group; may take the form of flattery, asserting superiority, seeking the right to attention, giving directions bossily or interrupting the contributions of others.
The opposer hates everything; plays devil's advocate too much, causing all ideas to be turned down.
The rejecter refuses or denies others' views and ideas; usually refers to personal experiences to support dismissals.
The speedy decision-makers rushes toward a decision before considering alternatives from other group members.
Scenario An outline for any proposed or planned series of events, real or imagined (Webster's,1975); an initial point from which a team's investigative and projective work is considered; futurists discuss the possible, probable and preferrable aspects of such detailed directions or suggestions.
School Improvement A team process through which staff identifies strengths and weaknesses of the school program and uses that information as a basis for making positive change in observable and measurable ways (Michigan Department of Education,1989). It is a building-based planning process that is goal-directed, outcomes-oriented, research-based, data-driven and long-term in nature which is designed to improve both, the quality and distribution of student outcomes (Ingham Intermediate School District, 1989). The development and utilization of team process skills is an integral part of school improvement plans.
Self and Team Analysis An essential, central and critical initiation to the team building process that includes a formal or informal assessment

of the individual participants along some appropriate and predetermined continuum that aids in the subsequent identification of both participant and team strengths and opportunities in perceptual, operational and behavioral modes; these assessment instruments may measure any number of temperament, types or styles including personality, thinking, leadership, etc.; valid and reliable instruments include the following (See Chapter 5 and Appendix E for bibliographic information): Myers-Briggs A long and short form breaks down personality into sixteen temperaments and types and reassembles them into a four-part composite (Myers,1962,1980; Keirsey & Bates,1984). Learning Styles Type Inventory and The Cycle of Learning (Kolb,1976) assesses individuals in one of four learning approaches, such as the accomodator, diverger, converger and assimilator; as well approaches in concrete experience, active experimentation, abstract conceptualization and reflective observation styles. Creatrix. Gregorc (Gregorc,1982). Idea System Assessment and other related tools (Dyer,1987). Team Review Questionaire (Francis & Young,1979). Human Resources Inventory (Harris,1989). Organizational Culture Survey Instrument Harris,1989). Leadership Motivation Inventory #508 and the related Organizational Roles and Relationship Inventory #513 (Harris,1989).

S.E.P.T. Analysis An investigative technique used by individuals and teams to examine in four parts the social, economic, political and technological parameters of an issue or concern in a projective manner in order to determine its assumptions, implications, etc. for either a specific situation or a strategic plan of an organization, institution, etc.

Situational Leadership The skill of assessing both the personal and professional needs of individuals and groups in a present set of circumstances; the ability to diagnose, confront and create an environment that satisfies the needs of the person and the organization; more than managerial expertise or "scientific rationalism," situational leadership can best be described as the art of bringing all members of team and/or the team itself from where they are to where they could or should be for both the benefit of themselves and their work place.

Stakeholder A person who has a claim, risks investment, holds interest, furnishes money or resources, marks the imits or boundaries of or hazards an outcome by or in an activity Webster's,1975); said of participants in contemporary educational settings; a synonym for school district's geographic (parental, tax-paying) community or student body.

Strategies Used to Cooperatively Create Effective Schools and Staffs or SUCCESS A program of leadership, training; it is a nine-session program designed to train school district professionals in the knowledge and skills necessary to facilitate district and building level school improvement and staff development programs. Schools are encouraged to send a team of one administrator and one teacher to this program. Participants receive a comprehensive guidebook for facilitating the development of effective schools. Materials in the guidebook are utilized by participants in their districts. Emphasis is placed on participatory learning and practice throughout each session. After the first year of training, follow-up sessions for sharing and additional training are planned. The SUCCESS program is supported by a grant from the Office of Professional Development, Michigan Department of Education (Michigan Department of Education,1989).

Student Outcomes Natural or expected results from learning; growth in learning can be measured from a combination of achievement tests, attendance, graduation, recognition, discipline referrals, retentions and/or other measurable evidence.

Successful Teams Have demonstrated he willingness and ability of team members to agree on commonly shared goals and interdependence regarding the successful accomplishment of those goals; additionally, the team has worked through the steps and stages of team building in which organization, communication, problem solving, evaluation and recognition skills have been practiced and internalized.

S.W.O.P. Analysis An investigative technique used by individuals and teams to examine in four parts the strengths, weaknesses, opportunities and possibilities of an issue or concern in a projective manner in order to determine its nature or tendencies.

Synergism and **Synergy** Cooperative action of discrete agencies or people, such that the total effect is greater than the sum of the effects taken independently (Webster's,1975); the basis of successful teams operation.

Task Force A temporary, fluid or flexible team grouping under one leader for the purpose of accomplishing a definite or short-term objective (Webster's,1979); a.k.a. sub team, sub group, quality circle, management pool, special team, etc.

Task Centered, Task Oriented A management philosophy, attitude and process emphasizing by thought, speech, action and behavior the objectives, goals, schedules, deadlines, etc. of an organization.

Team Two or more individuals cooperating and coordinating their activities to achieve a mutual goal; the team members represent important subsystems of the organization; they exercise reciprocal influences upon each other and interact through a formal substructure and ground rules. It is an energetic, synergystic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce high quality results (Lewis,1986).

Team Building The process of deliberately creating a team; it is something substantial that has to be constructed and that will go through several stages and take time to complete. Team building involves the deliberate working through of all blockages to progress until a working group becomes an effective team (Francis & Young,1979).

Team Development Does not come about overnight; the art and science of teamwork within a group evolves over time; in team evolution, four stages of growth are usually evidenced, such as in the following popular scheme (Petrock,1989).

Forming In the early stages of group development, members learn from the reactions of others what behaviors are acceptable or unacceptable to the group; members learn the ground rules for task requirements and interpersonal relationships.
Storming Members become antagonistic toward one another and/or the leader as their way of expressing individuality and resisting conformity to the norms; during this stage, covert and overt resistance to job requirements is common.
Norming During this stage, cohesiveness develops, new standards evolve and new roles are adopted; members learn to be more trusting and supportive of each other.
Performing or Producing In this stage, team energy focuses on task accomplishment; accomplishing goals supercedes interpersonal rivalries and conflicts.
Ending At this point, team members may experience anxiety, conflict, etc. at the impending culmination or termination of their roles.
An alternative, four-stage team process model and workbook is developed by the present writers and is described in Chapter 7.
Tetradigm A model used for representational purposes; a geometric shape consisting of an equilateral triangle often displayed with its base at the top, having its interior divided again into four equilateral triangles and the four resulting areas employed in a S.W.O.P. or S.E.P.T. Analysis; a service mark of Futures Engineering (See Resources).
Trust Honesty, fulfilled commitments, mutual respect and consistent action are needed to develop intragroup and team trust.
Wayne County Intermediate School District (WCISD) Pilot Project During the 1987-88 school year, WCISD offered to its constituent districts a comprehensive training program in school improvement, offering both professional development and technical assistance necessary for school improvement. WCISD professional staff has developed a program (Michigan Department of Education,1989) that aims to: Increase understanding of effective school research; Establish a school improvement process; Conduct and develop a needs assessment and a school profile; Implement and develop a comprehensive school improvement plan; and Manage change effectively.

Needless to say, this Glossary is a beginning for individuals interested in these interrelated fields. Moveover, the development of common vocabularies and glossaries provides an initial opportunity for groups to begin working together as well as to practice and become experienced in many of the processes of team building and in the art and science of achieving concensus and building visions.

Developed by Delta Team, Oakland University, School of Human and Educational Services, Rochester, Michigan 48309-4401. July, 1989. David J. Beiter, Sharon

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AppendixE

Group Building and Team Building Maintenance Roles

Given contributions from individual participants in a group situation may involve several roles and team members may perform various roles in successive contributions, among them may be the following (Benne & Muntyan,1988).

The encourager praises, agrees with and accepts the contributions of others. This person indicates warmth and solidarity in attitude toward other group members, offers commendation and praise and in various ways indicates understanding and acceptance of other points of view, ideas, and suggestions.

The harmonizer mediates the differences between other members, attempts to reconcile disagreements, relieves tension in conflict situations by jesting or "pouring oil on the troubled waters," etc.

The compromiser operates from within a conflict in which his idea or position is involved. This person may offer compromise by yielding status, admitting error, by disciplining self to maintain group harmony, or by "coming half way" in moving along with the group.

The gatekeeper and expediter attempts to keep communication channels open by encouraging or facilitating the participation of others or by proposing regulation of the flow of communication.

The standard setter or ego ideal expresses standards for the group to attempt to achieve in its functioning or applies standards in evaluating the quality of group processes.

The group-observer and commentator keeps records of various aspects of group process and feeds such data with proposed interpretations into the group's evaluation of its own procedures; this role is not to be confused with that of secretary, recorder or "group memory."

The follower goes along with the movement of the group, more or less passively accepting the ideas of others or serving as an audience in group discussion and decision.

Individual Roles in a Group

Describes the personalities that members bring to a working situation. They may include the following (Benne & Sheats, 1988).

The aggressor may work in many ways, such as deflating the status of others; expressing disapproval of the values, acts or feelings of others; attacking the group or the problem it is working on; joking aggressively; showing envy towards another's contribution by trying to take credit for it, etc.

The blocker tends to be negative and stubbornly resistent by disagreeing and opposing without or beyond "reason"; and attempts to maintain or bring back an issue after the group has rejected or by-passed it.

The recognition-seeker works in various ways to call attention to self, whether through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent being placed in an "inferior" position, etc.

The self-confessor uses the audience opportunity which the group setting provides to express personal, non-group oriented "feelings," "insights," "ideologies," etc.

The playboy makes a display of lack of involvement in the group's process. This may take the form of cynicism, nonchalance, horseplay and other more or less studied forms or "out of left field" behaviors.

The dominator tries to assert authority or superiority in manipulating the group or certain members of the group. It may take the form of flattery, asserting superior status, seeking the right to attention, giving directions bossily, interrupting the contributions of others, etc.

The help-seeker attempts to call forth a sympathy response from other group members or from the whole group, whether through expressions of insecurity, personal confusion or depreciation of self beyond "reason."

Roles: Individual, Group, Maintenance
The roles that participants have in group situations may be one of three kinds.

Facilitation Roles
The historian and recorder develops history of group thought, does notetaking and keeps minutes.

The information-gatherer asks the questions, seeking information that insures important facts are not overlooked.

The clarifier synthesizes, refines and clarifies information and ideas.

The elaborator expands information or ideas to help the group's output increase greater than by the sum of itsparts.

The information-giver shares all of the data for the sole purpose of helping the team complete its task.

The manager and coordinator looks for patterns and generally brings together information, ideas and people.

The tester and checker raises questions to determine if a plan, decision or solution is practical.

Maintenance Roles

The tension reliever uses a variety of verbal skills to break tense times or block negative comments or feelings.

The harmonizer mediates the differences of opinion between members; finds a common ground.

The supporter encourages others appropriately and cheers on team; values others' ideas.

The energizer keeps communications open and positive; helps build the synergy of the team.

The standard-setter articulates and models "ideals," values, and norms for the group.

Blocking Roles

The criticizer disagrees with others excessively and deflates feelings of others; has negative comments for everything.

The loner doesn't actively participate; converses privately; chooses not to offer suggestions or ideas.

The star talks excessively about self; boasts or draws attention to self; believes own ideas are the only useful ones.

The digresser uses every opportunity to take the group off task; uses personal stories to emphasize points or questions topics or ideas to the extreme.

The dominator tries to assert authority or superiority in manipulating the group or certain members of the group; may take the form of flattery, asserting superiority, seeking the right to attention, giving directions bossily, or interrupting the contributions of others.

The opposer hates everything; plays devil's advocate too much, causing all ideas to be rejected.

The rejecter disposes others' views and ideas; usually refers to personal experiences to support their rejections.

The speedy decision maker rushes toward a decision before considering alternatives from other group members.